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ABSTRACT

This document includes the following papers: "The European Training Foundation's Experience in Supporting Human Resource Development in South-Eastern Europe" (Peter de Rooij); "Transition, Reconstruction and Stability in South-Eastern Europe; The Role of Vocational Education and Training" (Cesar Birzea, Peter Grootings, Tzako Panteelev, Carsten Schmidt, Marija Taseva); "Local Curriculum and Cross-curricular Themes" (Madlen Serban); "Curriculum for Democratic Society" (Simka Delevska); "Vocational Education and Training against Social Exclusion: The General Picture and Some Experiences from Slovenia" (Martina Trbanc); "Creating Islands of Integrity...SMEs [Small and Medium Enterprises] as Agents of Community Building in Central Europe" (Allan D. Bussard); "'Corporate Responsibility' and 'Business Ethics': A Case Study of the Experience of the United Kingdom and Its Relevance to South-Eastern Europe (vocational education and training)" (Rosamund Thomas); "Transforming Vocational Education and Training Institutions into Community Resource Centres" (Edmond Hoxha); "The Reconstruction of Democratic Societies through Vocational Education and Training; Civic Education within the EU Phare Vocational Education and Training Programme in Bosnia and Herzegovina" (Hajrudin Cirkic, Ilija Rajlic, Mustafa Sahinovic); and "Development of Democratic Schools in Bulgaria" (Krasimira Kraus). Appended are the workshop agenda, workshop proposals for an action framework, and a list of workshop participants. (MN)

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WORKING DOCUMENT

Transition, Reconstruction and Stability in South-Eastern Europe

The role of vocational education and training

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The European Training Foundation is an agency of the European Union which works in the field of vocational education and training in Central and Eastern Europe, the New Independent States, Mongolia and the Mediterranean partner countries and territories. The Foundation also provides technical assistance to the European Commission for the Tempus Programme.

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Foreword

This publication has been prompted by the European Training Foundation and Kulturkontakt Austria joint workshop on "**Civil society and vocational education and training. The role of democratic citizenship and diversity education**", held in Mavrovo, Former Yugoslav Republic of Macedonia, 9-11 September 1999. The workshop and resulting publication are part of the Graz process initiated under the Austrian Presidency of the European Union, aiming at raising awareness and establishing European co-operation and education actions for peace, stability and democracy in South-Eastern Europe.

The main goal of the publication is to serve as a background document for the Sofia Conference on Educational Co-operation for Peace, Stability and Democracy, 10-12 November, 1999. The context in which this publication appears – the post-war trauma of the Balkan countries, as well as the whole crisis in South-Eastern Europe – obliges policy makers, specialists and practitioners to better define the role of Human Resource Development (HRD) in the reconstruction process. Within the area of HRD, vocational education and training is critical for underpinning economic development and democratisation in the region. In this context, this publication represents a contribution to the framework of the Stability Pact, and in particular to its working tables.

Policy makers will find a set of recommendations in the document. In addition, a number of case studies and micro-projects are recommended as exemplary initiatives emerging from the national and regional experiences. The present document intends to show policy makers and donors attending the Mavrovo workshop that grass-roots experiences are crucial for the reconstruction process and should be further developed into consistent programmes.

It is also the aim of the publication to encourage complementary bottom-up actions and top-down policies. In the document practitioners will find proposals and concrete measures for networking and the extension of good practice in the region. Part of this experience sharing has been the promotion of innovative aspects of vocational education and training activities undertaken by the existing Phare projects in the region. Increased social dialogue among all concerned partners, both locally and regionally, will be one of the major benefits of the debate in Mavrovo.

This publication therefore pleads for the increased awareness and responsibility of civil society actors, and those individuals benefiting from vocational education and training, in order to strengthen public control and institutional accountability in human capital investment.

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The European Training Foundation's experience in supporting human resource development in South-Eastern Europe

Peter de Rooij
Director
European Training Foundation

1. *General remarks*

The importance of the link between education and civil society in South-Eastern Europe, a theme discussed at last year's Graz Conference, following the human tragedy that has afflicted the region in 1999, has shown itself to be vital.

The recent war in South-Eastern Europe has confirmed that the region is one of the most ethnically and culturally complex and fragmented areas of Europe. The region also contains some of the poorest countries in Europe, a factor that contributes to the instability of the region. The destruction caused by the bombing and the displacement of refugees has compounded the difficulties faced by individuals, ethnic groups and institutions within these countries. Furthermore, the war has disrupted economic relations between the countries in the region, leading to a sharp downturn of the national income of these countries with devastating consequences for their already fragile labour markets. In short, South-Eastern Europe contains many countries which are suffering from acute social tensions combined with economic collapse. This has provoked the current socio-economic instability of the entire region and has led to a crisis affecting neighbouring countries, the European Union and major world powers. This summarises the basic context and underlines the urgency of our meeting.

The European Union, in its Stability Pact, has emphasised that economic reconstruction and the development of democratic, civil society must be the basis for the reconstruction process. These are the preconditions for long term stability in the region. These long-term objectives have been reinforced by the outcomes from the EU Council summit in Sarajevo in July.

In Budapest in late June this year, the Council of Ministers emphasised that training and education not only provide an important basis for personal and professional development of young people. But education and training also influence how people see other individuals, communities and countries. Education and training also develops peoples' ability to solve conflicts in a peaceful manner. In short, education and training are crucial for economic development and civil society, and must be central to the reconstruction process in South-Eastern Europe.

It must be stressed that the education and training reform is a long-term process that requires a long-term commitment and support of individuals, communities, local and national authorities.

However, the social and economic benefits of that commitment to human resource development (HRD) are significant and are now clearly evident in some of the countries in South-Eastern Europe in their developments since the transition began ten years ago. For example, Slovenia is on the verge of accession to the EU after only eight years of independence from a highly undemocratic society. Market economies with stable democracies are emerging in Bulgaria and Romania. The countries that have been most directly affected by the recent conflicts in South-Eastern Europe will require a similar commitment to long-term HRD if they are to achieve the stability and economic growth seen in other parts of the region.

While at the macro level, South-Eastern Europe suffers from economic collapse and ethnic tension, at the micro level there are also many examples of economic development and cooperation. Our task will be to learn especially from grass roots experience in the region, and build on examples of good practice from the region and beyond. In this context, I would like to refer to the case studies of the Mavrovo workshop, which have presented the schools and community experiences from the region.

In addition, in the experience of the Foundation, the reform process also requires well-coordinated support from the donor community. The work of the Phare Programme, among others, has been vital for education and training reform in Central and Eastern Europe.

2. *Main principles underpinning European Training Foundation's priorities*

HRD can contribute to economic development and civil society in the reconstruction process in South-Eastern Europe, by:

- Promoting employability and competitiveness as a precondition for strengthening civil society
- Integrating civil society-related contents and methodologies in HRD
- Bringing different communities and ethnic groups together
- Working at local, national, regional and European levels with local players and donors. Above all, I would like to stress the need to work at a regional level, re-establishing the economic and social links between the peoples of the region, and into the European and global context. This implies more integration, networking and cooperation and not fragmentation and isolation.

The role of HRD should be taken into account in the planning process for reconstruction at national and regional level, as well as by the international community. HRD should therefore become a cornerstone of the Stability Pact. Every attention should be given to understanding HRD needs and capacities in South-Eastern Europe at local, national and regional levels.

When planning this process, existing good practice and experience in the field from Bosnia and Herzegovina, Albania and the Former Yugoslav Republic of Macedonia should be made use of to the full. In particular, relevant grass roots experience in the countries most affected by the crisis, as well as neighbouring and other countries should be considered. Experience from the candidate countries who have gone a long way down the road to HRD reform represents an essential point of reference for the reconstruction in South-Eastern Europe.

The experience of relevant donors and institutions in the field should also be a point of reference in planning and implementing the reconstruction process. Every attempt must be made, in cooperation with local and national authorities to enhance synergy, effectiveness and impact of the reconstruction process.

I would like to introduce ten key points:

- A precondition for success in the reform process is a detailed national development plan for HRD, setting out short, medium and long-term objectives and a strategy for their achievement. Here, it will certainly be helpful to use the experience gained in the vocational education and training reform programmes in Slovenia, Romania and in the Former Yugoslav Republic of Macedonia, in which the Foundation has helped in the definition of national long term HRD plans.

- A cornerstone in the implementation of the plans is institution-building and staff development at central and regional levels for ministry officials, vocational training institutions, school managers, teachers, trainers and social partners. The Foundation has obtained valuable experience in Bosnia and Herzegovina in this field through the Phare vocational education and training reform programme. Some fifty public officials taken from the three ethnic groups have joined together in a common staff development programme. This has proved critical in rebuilding bridges between the communities and improving the skills of the institutions involved.

- A common priority for reforming countries is to clarify and streamline the legal, financial and institutional environment for HRD. A clear framework for vocational education and training is vital for the operational development of the initial training system, but also for the continuing training system. Reform laws in Bulgaria, Romania and Slovenia can provide excellent examples of different approaches to this issue.

- Critical for the re-launch of the economy of the region is the provision of adult education for the unemployed and managers of small businesses and tradesmen. This must be accompanied by the prompt reform of the national continuing vocational training systems, including management training. Systemic reform of continuing vocational training has been understressed as an issue in Central Europe, although specific examples of good practice can be drawn from many countries. Examples include: in the Former Yugoslav Republic of Macedonia, where the Foundation has supported the Workers' University reform its training provision for small trades; in Bulgaria and Romania where management training initiatives have targeted social partners, training providers and SME managers; and in Bosnia and Herzegovina where the current Phare vocational education and training programme has supported enterprise creation measures to encourage the reintegration of displaced persons.

- Ensuring the quality and content of training is also a key issue both for economic development and civil society. Emphasis needs to be given to introducing more flexible curricula and encouraging core skills such as problem solving, communication skills and entrepreneurship. The social partners need to be involved in the development of new curricula and in the setting of national standards in order to decrease the gap between the current skills-base and the needs of a market economy. Curriculum development and standards have been key components in European Training Foundation/Phare programmes. One example is the upgrading of curricula in twenty different occupational families in the EUR 25 million vocational education and training reform programme in Romania which finished last year.

- Linked to this issue is the enhancement of teacher training provision including learner-centred methodologies. Without well trained and motivated teachers, education reform cannot be successful. This cannot be emphasised strongly enough. It is why teacher training has been such an important issue in many Phare programmes such as the one in Former Yugoslav Republic of Macedonia.

- Integrating education into the community is also a critical development of civil society through school-community partnerships involving enterprises and other players. Tempus has been an excellent example of developing such relationships at higher education level. This experience should be transferred to the vocational schools, as has been achieved in Former Yugoslav Republic of Macedonia.

- HRD also has an important role in the fight against social exclusion. This issue not only addresses the economically disadvantaged, but also and critically for South-Eastern Europe, the socially disadvantaged. Here there are two objectives, firstly to make HRD accessible to all, which is a basic democratic value. Secondly, to target HRD to cater for specific needs for target groups, such as drop outs, women, ethnic minorities and so on.

- Reliable up-to-date information shared across the relevant institutions is a precondition to managing the reform process. Here, the Foundation can encourage the extension of the network of National Observatories to all the countries in the region. The Observatories have a brief to gather and disseminate data on the labour market and the activities of training providers in meeting labour market needs. They also have a role in influencing government policies in the field of education and training and the labour market. An Observatory has recently been established in the Former Yugoslav Republic of Macedonia, one is about to open in Bosnia and Herzegovina and one is planned for Croatia. Consideration should be given to setting up an Observatory in the Federal Republic of Yugoslavia.

- Coordination of donor interventions to ensure the greatest synergy among donors but also maintaining partner countries' full ownership of the reform process. Here the Foundation has developed expertise in supporting the countries through donor workshops and donor missions. Workshops and missions have been organised in Bosnia and Herzegovina, Bulgaria, Romania and Albania, This approach has recently led to the definition of parallel projects in Bulgaria in the field of management training and in continuing vocational training in Romania. I look forward to the donor workshop, which is to be organised by the Observatory in the Former Yugoslav Republic of Macedonia in December. Donor cooperation is essential for the success of the reconstruction effort, and the Foundation will continue to make every effort to support this process by targeted and practical contributions.

Transition, reconstruction and stability in South-Eastern Europe The role of vocational education and training

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Skopje, October 1999

Introduction

The development and sustaining of stable, peaceful and democratic societies in South-Eastern Europe has become of vital importance for the future of the region and for Europe as a whole. An initiative to promote cooperation in the field of education and to contribute to stability, peace and democracy was launched in Graz in November 1998 under the Austrian EU Presidency. The Graz process included a series of topical workshops aimed at preparing a set of action proposals to be discussed and decided at a follow-up conference to be organised in Sofia in November 1999.

Following the recent crisis in South-Eastern Europe the international community has agreed on a Stability Pact for the region. The Stability Pact aims at the creation of an area of political stability and economic prosperity. The main elements within it will be to promote and sustain democracy and the rule of law, security, respect for human rights, and the re-launch of economic activity. The working tables on democratisation and human rights, and economic reconstruction in the Stability Pact should in future, among other issues, further elaborate the importance of civic education, training (including higher education) and support for public administrations and civil society organisations and initiatives.

Human resource development, and in particular vocational education and training, have a critical role to play in the reconstruction process of South-Eastern Europe. In the short term, investment in education and training will enable the countries most affected by the crisis to provide their citizens with one of the basic services of a democratic society. In the longer term, investment in education and training will be vital to underpin the socio-economic development of the countries and the region towards full integration in Europe and the world.

This report presents the results of work undertaken by a group of experts at the request of the European Training Foundation in preparation for the Sofia conference. It provides a framework for policy makers to indicate how investments in vocational education and training can help to reach the targets of the Stability Pact, namely democratisation and economic development.

It is argued that human resource development in general, and vocational education and training in particular, are key to successful political transition, post-war reconstruction and stability building (Ch. 1). The three main pillars to build on are:

a) the promotion of a market approach,

b) the development of a culture of peace and democratic citizenship, and

c) treating education and training as a high priority (Ch. 2).

The potential contribution of vocational education and training for the ongoing democratisation process in the context of the South-Eastern Europe region is defined as:

a) shaping a learning society,

b) overcoming the skills gap,

c) encouraging social partnership and social dialogue,

d) fostering intercultural learning, and

e) helping people to help themselves (Ch. 3).

The report is basically of a conceptual nature but its principal message has been translated into political recommendations in the form of orientations for actions in Chapter 4. These orientations will have to form the core for further activities to be developed under the umbrella of the Sofia conference. Thus, the process initiated in Graz will be continued but adapted to the new context.

1. *"Return to Europe" and the vicious circle of human resources*

The current situation in South-Eastern Europe has exceeded, by far, the dimensions of an ordinary crisis. Weak economic performances and contradictions specific to transition have been complicated by inter-ethnic conflicts and disputes over territories deeply rooted in the history of the Balkans. Older resentment and frustration re surfaced dramatically when the last federation organised on ideological criteria broke up. But many aspects of the history of the region have been widely misrepresented thanks to national or ideological preconceptions of modern historians as Noel Malcolm has convincingly shown.

Under the present circumstances, when the very word "crisis" no longer seems adequate, outdated by realities, our expectations from human resources are even greater. In addition to emergency interventions, meant to solve desperate cases, it is imperative to have a **global policy** in order to mobilise and develop human resources to haul South-Eastern Europe out of under-development and the dangerous trap of exclusive nationalism. This global policy must be in the centre of attention for the new European Commission. In fact, the events of 1989 took the entire world by surprise, Western Europe included. The limited possibilities of absorption of the global system as well as the hesitations and internal problems of some of the transition countries, have made the "unification of Europe" a selective and slow process.

In the case of South-Eastern Europe, three simultaneous processes must be taken into account, each with its own goals and constraints. They are **political transition**, **post-war reconstruction** and **stability building**. Obviously, apart from some economic, cultural, social and geopolitical problems, shared by the entire region, countries included in the South-Eastern Europe are greatly different from the point of view of the three processes. Slovenia, for instance, has concluded its political

transition and it is only indirectly affected by the consequences of the war. For other countries, transition is still ongoing and they while they are indirectly affected by the aftermath of war (e.g. Croatia, Bulgaria and Romania). Finally, another group of countries (Albania, Former Yugoslav Republic of Macedonia, Bosnia and Herzegovina) has been directly affected by the conflicts and are now only at the onset of transition. What all these countries share however is a common history and security problem.

From the human resources point of view, the three processes require adequate skills and institutions.

Transition actually means changes in political regime and establishing a new type of society. This includes the setting up of a modern State apparatus, the re-establishment of trust between State and civil society, and – in some countries – the creation of independent states as such. If the political change is carried out relatively quickly, the other adjacent changes last much longer. A comparative analysis of post-communist transitions, estimates that transition in fact occurs through several complementary transitions with major gaps between them i.e. if political transition takes 2-3 years, economic and social transition 10-15 years, cultural and moral transition lasts one or two generations.

In the case of countries affected by the Yugoslav crisis, conflicts, instability and poverty amplify this inherent de-phasing of transition reforms. The risk, in this case, is the emergence of a vicious circle of human resources, hard to overcome through their own means. In fact, reforms have been blocked and transition was endlessly prolonged due to the mutual limitation of the physical and human capital. On the one hand, economic reforms cannot progress and cannot lead to the expected welfare because appropriate human resources are lacking. Cases of violence and social instability (to say nothing of open military conflicts), prevent training, development and organisation of human resources which must apply economic reforms.

On the other hand, blocking or postponing economic reforms become factors of constraint for human resource development. Poverty and under-development act both as effects and consequences of the scarcity of human resources. The outcome is a major conclusion relevant in outlining the global policy meant to ensure a "return to Europe" of the Balkans: both democracy and stability depend on ensuring minimal levels of prosperity. The West reached these standards, the outcome of modern times and the industrial revolution, as early as the 19th century. They allowed a consolidation of democratic standards i.e. universal suffrage, political pluralism, the rule of law and civil society.

Reconstruction refers, firstly to restoring destroyed economies, and - more dramatically - to restoring destroyed infrastructures, equipment and buildings. Any normalisation process, such as the one in Kosovo, must ensure minimal living standards. As these conditions depend not only on foreign aid but also on local economic activities, reconstruction refers not only to restoration of houses, schools, hospitals and means of communication to ensure the economic autonomy of the population.

From the human resources perspective, which is of primary importance in this report, reconstruction is a metaphor with profound psychological implications. Reconstruction is not efficient if it takes into account only the physical environment inhabited by traumatised human beings, full of hate, resentment, isolated and intolerant.

Not only buildings and roads must be fixed, the soul of the people who use them must also be healed. We are actually talking about three measures to be taken in order to complete physical reconstruction:

- reconstruction of the social fabric;
- rebuilding public life on multi-ethnic and multi-cultural bases;
- reconciliation at national and regional level.

Education and training may play a catalyst role here. Although food and health are usually considered high priorities in an emergency situation, our interest lies not only in eliminating the effects of crises but also in how to prevent their re-emergence. In this sense, mistakes made in previous situations must be avoided, when foreign aid was exclusively humanitarian which did not prevent a revival of violence and wars. As showed in a report of the International Bureau of Education, investment in education and training is much cheaper than perpetuation of conflicts.

Stability means, in fact, ensuring peace. We are referring to the military and geo-political dimensions of stability, which presuppose that among the states in the region or the communities of a particular state there are peaceful relationships based on dialogue and co-existence. In the cultural and historical conditions of the South-Eastern Europe where the populations are so mixed and the countries so interdependent, any local conflict may spread and trigger wide-scale confrontations.

Stability is a long-term process, involving the military dimension as well as economic and cultural aspects. A region where the majority of the population is unemployed or depends too heavily on foreign aid cannot be considered stable. Likewise, without financial stability (stability of the course of exchange and stability of the banking system), military guarantees are anything but sufficient. Long-term stability can be reached only by the converging action of the following factors:

- Eliminating all hotbeds of military conflict.
- Economic relaunch.
- Consolidating public institutions.
- Establishing a culture of peace.
- Establishing civil societies.

2. *Three pillars of human resources development in the South-Eastern Europe*

As we have already stated, a breakthrough from the "vicious circle of human resources" can be achieved solely by means of a global and long-term policy, that would take into account the investment in human capital at least as important as the investment in the physical capital. This means that political transition, post-war reconstruction and regional stability must blend into one joint project, with the participation of both South-Eastern Europe, EU countries and international donors. The stake of this joint project is to ensure sustainable development that would bring South-Eastern Europe economic prosperity, peace, democratic life and social cohesion. Setting up this regional project must start from the following principles:

- the promotion of a market-centred approach;
- the development of a culture of peace and democratic citizenship;
- treat education and training as a high priority.

Let us now discuss the operational consequences of these three principles.

2.1 *The market approach*

Economic interest is one of the most certain ways of joining people together. The experience of the European Union is the best example in this sense: political and social unification was not possible until after the establishment of a common economic market.

However, this comparison has its limitations because the economies of the South-Eastern European countries are very unequal. Some countries are already integrated in the EU structures, others have not yet completely stepped into modernity. From the point of view of democratisation, the situation is even more heterogeneous. To these, we should add the wide cultural, ethnic and religious diversity as well as a long history of intolerance and conflicts.

However, this very heterogeneous character constitutes the premises of a global project in South-Eastern Europe. The differences in the levels of development, on the background of complementary traditional economies (the market of the former Yugoslavia or the former COMECOM), encourage economic cooperation and interdependency. Under the conditions of post-war reconstruction, where labour force requirements, resources and know-how are huge, each has something to give and take.

This global economic approach must be conceived in such a way as to become the catalyst of all processes that support sustainable development of South-Eastern Europe, i.e.:

- democratic transition;
- post-war reconstruction;
- finalising modernity;
- assuring long-lasting peace;
- gradual integration in EU structures;

In other words, the South-Eastern Europe project must be based in the first place on the mobilisation and development of human resources in the region supported by substantial investments and know-how transfer on the part of external donors.

This project uses economic means and the regional market as a control lever to launch sustainable development processes and join individuals, groups, communities and nations on the basis of joint economic interest.

To this end, the following conditions must be met:

a) The South-Eastern Europe region must be considered as a **common market** where all member countries must participate actively and equally. This involves taking the following measures:
   - coherent economic policies of the countries of South-Eastern Europe;
   - exchanges of persons and goods;
   - mutual customs facilities;
   - regional cooperation so that South-Eastern Europe can gradually become a free trade zone.

b) Operational unity must be a **joint project**, attracting all the efforts of individuals, groups, communities and nations. Therefore it will be necessary to:
   - develop more trans-border projects;

- involve companies and enterprises in South-Eastern Europe in the reconstruction of regions affected by the war;
- facilitate mutual labour force mobility;
- grant mutual access to social services and training facilities.

c) The economic company and enterprise must become the **social and civic nucleus** around which the social fabric must be re-woven, intercultural communities and civil society re-built. The following aims should be targeted:

- location of new enterprises in multi-ethnic regions and borderline zones;
- balanced distribution of roles and functions between the various ethnic and religious communities;
- encourage local community leaders to accomplish economic control of enterprises;
- provide anti-corruption mechanisms to facilitate the creation of prosperity for individuals, groups and communities;
- develop social partnership;
- support social economy or "the third sector" (cooperatives, mutual organisations and associations) to promote solidarity and social cohesion.

2.2 *The culture of peace and democratic citizenship*

The market is the economic version of democracy. It is a mode of distribution of power, decision-making and mutual adjustment of offer and demand. Ultimately, as showed by Przeworski, economic democracy and political democracy have the same cultural background, namely a certain **democratic citizenship**.

Both presuppose a mutual limitation of individual freedom based on a civil code called human rights. According to this code, formalised through the Universal Declaration of Human Rights, the freedom of action of an individual, group, or community is acceptable only if it does not threaten or annul the freedom of other people, groups or communities.

In a democratic society, each citizen is entitled to certain rights and liberties, recognised by the legislation of the respective state. This legal and political status, resulting from the rights guaranteed by the state is called **citizenship**. Being a citizen means exercising rights and duties, liberties and constraints, powers and responsibilities. This status of citizenship is the outcome of the double identity of each political being, as autonomous individuals and responsible members of the public domain.

From this stand point, South-Eastern Europe must become a multi-cultural and multi-ethnic area inhabited by citizens having rights and responsibilities, not by intolerant individuals, aggressive clans, egocentric communities and exclusive nations. It is full-fledged citizens who best guarantee peace and security aware of their rights and responsibilities, possessing a minimum civic culture.

To this end, an important condition of reconciliation and reconstruction of South-Eastern Europe is to recognise pluralism, the rule of law and human rights. Economic democracy, which brings prosperity and modernity, is not possible without a democratic society, the guarantee of stability and social cohesion. Simple transfers or adjustments of technologies and institutions only perpetuate "the vicious circle of human resources".

In order to succeed **institutional transition** must be completed by **cultural transition**.

This paradigm shift presupposes taking action in the following directions:

- establishing human rights as a guiding principle of the ensemble of social relationships;
- reconciliation on civic and moral bases, namely respect for "otherness", mutual understanding and confidence building;
- promotion of social dialogue and learning methods of peaceful conflict resolution;
- jointly assuming responsibilities related to the social, economic and ecological issues of the region;
- promoting a multi-party system based on political and ideological programmes, and not on ethnic parties;
- restoration of the civil society, through the revival of NGOs, trade unions, independent media and influence groups.

2.3 *Education and training as a high priority*

Due to the economic crisis and the pressure coming from other sectors, in most South-Eastern European countries, education and training is not considered a first-level priority. Especially in countries directly involved in the recent conflicts in the region or in those marked by prolonged economic crises, the public interest was centred on other issues: continuing fall of standards of living, post-war destruction, credibility of public institutions, political disputes, macro-economic stability, image abroad. With the exception of those having concluded or which are in course of finalising post-communist transition, the majority of South-Eastern European countries have not had the necessary resources to carry out substantial educational reforms to the end.

In the new context of South-Eastern Europe, envisaging a global change and acceleration of history, it is to be expected that education and training will truly become a priority area. In this sense, "**The Stability Pact in South-Eastern Europe**" provides the political framework for designing relevant education and training projects. In concrete terms, we have in view the following directions of action that may apply the general guidelines comprised in the Stability Pact:

1. An increasingly larger share of the national income should be devoted to **investment in education and training**. Despite economic difficulties, South-Eastern European countries must understand the fact that the wished-for historical change can only be made through a financial effort holding investment in human capital as top priority. In concrete terms, this means that all South-Eastern European countries must exceed the minimum threshold of 5% of the GDP allotted to education.
2. Promoting learning and training in all circumstances, regardless of age, without any discrimination whatsoever so as to create a vast network of **learning communities**. People must join together to learn from one another, starting from the premise that there is a **learning deficit** at the root of all conflicts, under development and social fragmentation.
3. Education and training must be understood as a **segment of the market**, not only as one of the social services or consumer goods. Accordingly, we should:
   - Consider investment in skills as a prime factor in competitiveness and employability;
   - Link training to labour market needs, in the "knowledge economy" perspective;
   - Include education and training as a centrepiece of all economic investment projects;
   - Allot a substantial proportion of foreign aid for investment in education and training.

4. The **occupational positions**, in terms of income and salary levels must reflect a better articulation of the market demand and of the social recognition of learning. For the moment, social positions do not reflect competencies acquired through education and learning.

3. *The role of vocational education and training*

The previous analysis leads us to a clear conclusion: education and training have a decisive role to play in shaping the new human profile of South-Eastern Europe.

If we take into account the importance of the labour market in the context of the Stability Pact, it is to be expected that vocational education and training will play a catalyst role. This role may be described in the form of four vocational education and training functions:

- **The lifelong learning function**
  Vocational education and training completes basic education through initial training and continuing vocational training to which individuals have access throughout their active life. As a segment of the system of lifelong education, vocational education and training provides professional training for the entire population.
- **The economic function**
  As an investment in human capital, vocational education and training brings direct benefits to individuals, enterprises and society. These benefits may result in economic growth, additional earnings and productivity. Through its capacity to anticipate labour market needs, vocational education and training contributes to the improvement of competitiveness and employability.
- **The social function**
  Vocational education and training is an important factor of socialisation and integration in social life. Among other things, it contributes to combating unemployment and social exclusion, promoting social cohesion and social responsibility.
- **The citizenship function**
  Vocational education and training is representative of the civic environment where people are exercising rights and responsibilities in situations of competitiveness, teamwork, participatory management and democratic leadership. Vocational education and training is also likely to be a multi-cultural environment where students learn to solve conflicts in a non-violent manner, through dialogue, confidence building, empathy and cooperative learning. In short, the organisational culture promoted by vocational education and training has the ability to cultivate of democratic citizenship.

These standard functions are valid for all societies. In South-Eastern Europe, especially in those affected by economic recession and military conflicts, vocational education and training cannot fulfil its mission due to the following constraints:

- The drastic reduction of demand for labour following the collapse of output resulting in lower employment and lower real wages. In the circumstances, there is an excessive labour supply and open unemployment. This situation compromises the economic contribution of vocational education and training.
- The offer of continuing vocational training is low, despite certain obvious needs. Given the fact that the emerging private sector is preoccupied by survival on an unreliable market, it has less available funds to invest in continuing vocational training. Consequently, the current practice continues to be a school-centred vocational education and training policy, neglecting adult education and lifelong learning.

- High open unemployment and enforced inactivity of the population amplify social exclusion. Especially in post-war regions, where confusion is aggravated by poverty, crime and struggle for power, vocational training is no longer a guarantee of social insertion.
- Compared to emergency issues, citizenship education is often not considered as bringing immediate advantages to the respective communities. In addition, traditionally speaking, vocational education and training institutions in South-Eastern Europe deal exclusively with vocational aspects proper, ignoring the social and civic dimensions of vocational education and training.

These constraints are related mainly to the economic and social context of South-Eastern Europe. Obviously, vocational education and training cannot wait for these problems to be solved and only afterwards take advantage of a more favourable context. On the contrary, vocational education and training is one of the decisive factors that must be directly involved in a global social change.

Vocational education and training reform is not a consequence but a central component of the processes of restructuring and macro-stabilisation of social reforms and new employment policies. From this perspective, vocational education and training must apply a **proactive policy**, to anticipate and support economic and social changes in vocational education and training. The main themes of this policy are:

- shaping a learning society;
- overcoming the skills gap;
- encouraging social partnership and social dialogue;
- fostering intercultural learning;
- helping people help themselves.

The specific context of South-Eastern Europe is characterised by latent conflicts but has also offered the challenge for innovative small-scale and bottom-up activities. Particularly after the launch of the Graz process and the adoption of the Stability Pact many initiatives have been undertaken locally and nationally.

In order to facilitate the understanding of the themes, and also provide an example of their practical application on the field, each policy theme is accompanied by an example of the regional micro-projects organised by the Phare Integrated Vocational Education and Training Reform programme in the Former Yugoslav Republic of Macedonia. What follows therefore is only a small sample of such practices as presented at the Mavrovo workshop, as part of the European Training Foundation regional project (Albania, Bosnia and Herzegovina, and Former Yugoslav Republic of Macedonia) on "**Vocational Education and Training and the Challenge of a Multicultural Society**". The final reports and the outcomes will be described in a new coming publication of the Phare Vocational Education and Training Implementation Unit in Skopje.

3.1 *Shaping a learning society*

The concept of the "learning society" was introduced by Husen in the 1970s, on the background of oil crises when investment in education and training seemed a solution to the scarcity of natural resources.

Anticipating debates related to post-modern education in the 1990s. Husen defines a learning society through the following traits:

- the social status of individuals depends more on educated ability than on prosperity transmitted by previous generations;
- the role of experts and technocrats increases to such an extent that democracy becomes a meritocracy (decision-making is prevailingly based on professional merits);
- access to knowledge is generalised especially due to new technologies;
- equal educational opportunities are effective.

In a definition closer to our context, Ranson sees the learning society as "a new moral and political order that uses learning as the main vehicle of a historic transition".

This new moral and political order presupposes the following conditions:

- values and processes of learning are placed at the centre of the policy;
- there is a large supply of education, including non-conventional forms through non-formal education and virtual institutions;
- society becomes a huge learning community, united by common moral and civic values;
- learning is the main criterion of social and professional promotion;
- the self is viewed as an agent in both personal development and active participation within the public domain;
- the learner is considered as a person in relation to others, which presupposes shared responsibility, membership, mutual understanding, cooperation and deliberative decision-making.

The learning society may be the most adequate model for South-Eastern Europe while vocational education and training is an important means of applying it. The objectives of historical transition towards democracy and modernity, plus a gradual accession to EU, can be attained only through a strategy of intensive learning with the entire population taking part. In fact, it is the major idea that we have sustained as a leitmotif throughout this report.

Referring to the specific contribution of vocational education and training, we may anticipate the following evolutions:

- vocational education and training will no longer be a secondary means of training for those who fail admittance to selective secondary general education;
- initial training will also be accomplished in forms other than vocational schools, for instance on-and-off the job, dual system, apprenticeship training;
- institutions of initial training will be open for adult education and continuing vocational training;
- companies will invest more in continuing vocational training to cope with internal and external competition;
- vocational education and training institutions will become local centres of excellence, which presupposes new relations with enterprises, local authorities and communities.

Vocational education and training and learning society examples of good practice

"Be my guest, be my partner" (Former Yugoslav Republic of Macedonia / Kosovo region). Partnership between schools of economics and business, exchange of curricula, new didactics, teacher training, small provision equipment to the Kosovo partner. The project is co-ordinated by the Economic Secondary School "Arseni Jovkov"in Skopje, and aims at enhancing intercultural understanding, multi-ethnic tolerance and regional co-operation in the field of business education.

"Learning, co-operating and living together in the 21 Century" (Albania / Former Yugoslav Republic of Macedonia). Partnership between schools of business, joint curriculum development and teacher training. Equipment to the Albanian partner. The project is co-ordinated by the Economic Secondary School "Vasili Antevski - Dren" in Skopje, and aims at sharing experiences in project teaching in the field of citizens for democracy, business, and language and communication.

3.2 *Overcoming the skills gap*

Confronted with the requirements of the "knowledge economy", Member States of the EU are in the process of defining new skills for employability and competitiveness. In some documents focused on these issues there is no hesitation in speaking even of a "skills gap" as a result of a co-existence of high employment and skills shortage.

Both conditions are amplified in the countries of South-Eastern Europe. Unemployment reaches variable levels from one country to another but in general, it is above the EU average. With respect to the skills' shortage, we should take into account on the one hand, substantial changes in the employment system, and on the other, the slow pace of changes in the training system.

Consequently, in order for vocational education and training to be better adapted to labour market needs, the following steps must be taken:

- initiate labour market needs analysis, both at national and cross-national level;
- set up new links between employment and training systems, for instance through tripartite bodies, national training agencies, labour offices, employment centres, statistics offices, etc.;
- develop analytical capacities, e.g. by supporting vocational education and training research or independent expertise;
- adapt the structure and content of vocational training to the market; develop new occupational profiles, alternative educational pathways and career paths, practice-oriented curricula, new vocational standards and qualifications;
- provide qualitative and quantitative information on the labour market (e.g. by strengthening National Observatories);
- ensure provisions for career information and guidance;
- develop appropriate assessment and certification systems.

Anticipating skills needed in an unstable and declining economy is not an easy task. However, considering the specific needs of the countries of South-Eastern Europe, it is possible to foresee that training programmes will pay special attention to social skills (communication, personal management and group effectiveness skills). Consequently, we may anticipate a complex table of core skills:

- *Basic knowledge* for employability, achieved especially through initial training and formal education; we are referring to basic competencies of literacy, data manipulation, problem-solving, creative thinking, knowing how to learn;
- *Technical skills* – knowledge of equipment, understanding and use of process-control technologies, applied maths and science, knowledge of principles and systems of technology, data processing, ability to recognise and achieve results, resource management, IT skills, economies of work, marketing skills;
- *Social skills* – sense of responsibility, self-esteem, goal-setting and motivation, personal and career development, interpersonal skills, negotiation skills, ability to cooperate, teamwork, membership, quest for quality, ecological awareness, cultural sensitivity, influence skills (organisational effectiveness, persuasiveness and leadership).

Skills for economic development and democratic life examples of good practice

"Improvement of service and vocational education and training in agriculture". (Former Yugoslav Republic of Macedonia, Kosovo, Bulgaria, Albania). Collaboration between vocational schools in agriculture aiming to share different professional specialisations and to improve the role of enterprises in education and counselling. The project is co-ordinated by the Secondary Agriculture School "Dimitar Vlahov" in Strumica and aims at improving the training in the culture of soil for specialised teachers, students, ethnic groups and individuals producers in the region.

"Collaboration in the area of human rights development". (Bosnia and Herzegovina). Curriculum development and teacher training courses in all regions in the country. The project is co-ordinated by the Phare vocational education and training programme implementation office in Sarajevo, and implemented by a trainer-training consortium. It aims at developing trainer training activities in human rights and democracy, and improve the co-operation between the ethnic entities of the country.

3.3 *Encouraging social partnership and social dialogue*

Emphasis placed on social skills is explained by the need for social dialogue and the emergence of a new type of social relationships in the countries of South-Eastern Europe. These skills are indispensable for passing from the simple formal membership to contractual adhesion specific for a democratic society.

Social partnership is a mode of manifesting democratic citizenship. It is:

- the direct expression of the right to free association;

- a form of collective decision-making;
- the consequence of pluralism;
- a product of the emerging civil society;
- a corollary of privatisation.

The institutional framework for social dialogue is very different. In most cases, the institutional settings in the countries of South-Eastern Europe are inspired from the experience of EU countries. In general, tripartite cooperation is predominant at the national level (consultation between union confederations, employers' associations and government agencies) and uncoordinated bargaining at the local level (negotiations at company or plant level, centred especially on wages issues). Their role is predominantly a consultative one, as in most South-Eastern European countries, the social partners are not yet involved in decision-making.

It is difficult to establish certain trends and to make recommendations for South-Eastern Europe. Even in EU countries, there is a wide diversity of social dialogue on training. In the present situation of civil society and collective negotiation in post-war countries, social partners are insufficiently autonomous. As a result social dialogue is a three-way process under the aegis of the state.

As is already common practice in many transition countries, the framework of the social dialogue on vocational training can be easily decreed by law: either by the fundamental law of education, the law on vocational education and training, the law on non-profit organisations or other laws related to the public domain. As for the practice of the social dialogue, this can be helped only if the social fabric is restored and civil society consolidates. Then, social partners take part regularly in decision-making on key issues such as employment policies, the privatisation and restructuring process, unemployment and job creation policies, the social security system.

Social partnership and social dialogue example of good practice

"Seminars for independent craftsmen" (Former Yugoslav Republic of Macedonia). Seminars in all regions of the country in vocational education and training regulations, social awareness and development of skills. The project is co-ordinated by the Economic Chamber of Macedonia - Association of Craftsmen. It aims at raising awareness of the management of human resources in small business and helps the understanding of the current legislation affecting small business activities.

3.4 *Fostering intercultural learning*

Social life consists in a natural inter-culturality resulting from a mix of society, cross-fertilisation of cultures and languages, conjunction of symbols, meanings, values, beliefs, customs and traditions. "Pure" culture, perfectly homogenous and opaque to any external influence exists only in theoretical writings and mono-cultural identities.

In this last case, "its" culture is opposed to the culture of "others", precisely because it has to delimit a cultural or territorial area, claimed as such to make its own identity legitimate. This form of exclusive identification obstinately tied to a particular territory is most often than not the source of intolerance, xenophobia and ethnic conflicts.

Vocational education and training is an inclusive organisation, which can utilise the natural inter-culturality of professional life. The following arguments are in favour of this purpose:

- by nature, vocational training is a collective activity;
- in this collective endeavour, each participant may have specific roles or contributions, subordinated to a common project;
- the unique character of each social actor, resulting from personalised competencies and responsibilities, requires mutual knowledge and communication; an enterprise is not a collection of individualities but a complex network;
- this complex organisation contributes to the shaping of a new collective identity, which transcends individual cultural differences;
- social partnership is in fact an intercultural learning institution that must be extended to all vocational education and training levels and activities.

Due to these traits, vocational education and training can contribute to intercultural education, which is one of the major aims of the Stability Pact. To this end, both the curricula of initial training and continuing vocational training programmes must be directed towards the following objectives:

- overcoming ethno-centrism;
- acquiring the ability to empathise with other cultures;
- learning how to live together in a multicultural society;
- acquiring the ability to communicate across cultural boundaries;
- developing teamwork, civil participation and shared responsibility.

Intercultural learning examples of good practice

"Regional folksongs on CDs, art exhibitions and fashion exhibition" (Former Yugoslav Republic of Macedonia, Albania and Bosnia and Herzegovina). Joint production of CDs and organisation of exhibitions on regional culture. The project is co-ordinated by the Secondary Technical School "Gjorgi Naumov" in Bitola, and aims at improving the inter-cultural understanding and the multi-ethnic dialogue in the region.

"Women association for friendship and collaboration" (Former Yugoslav Republic of Macedonia and Bosnia and Herzegovina). Establishing of NGO. Training in NGO management and communication via Internet. The project is co-ordinated by the Women Association "Iskra" in Bitola and the Secondary Technical "Gjorgi Naumov" in Bitola. It aims at developing the non-governmental sector in the two countries involved and creating structures for cross-border co-operation programs.

"Multicultural collaboration and democracy" (Ethnic/national collaboration Albanians, Bosnians, Macedonians, Croats and Serbs). Collaboration, joint visits, training in civics and democracy. Production of booklets. The project is co-ordinated by the Secondary Technical Schools "Gjorgi Naumov" in Bitola, and aim at sharing cultural/ ethnic understanding and building activities of common interest.

"Bridges" (Former Yugoslav Republic of Macedonia, and Bosnia and Herzegovina). Production of multilingual newspaper in Tetovo region in Macedonia. The project is co-ordinated by the Agriculture Secondary School "Mosa Pijade" in Tetovo, and aims at improving the intercultural communication and multi-ethnic understanding by means of media production.

"Training activities for supporting refugees in their return to Kosovo" (Former Yugoslav Republic Macedonia, Kosovo region) Seminars for children and mothers aimed at psychological strengthening of individuals and their families. The project is co-ordinated by the Secondary School Center "Zlate Malakoski" in Gostivar, and aims at providing psycho-social help and support for the Kosovo refugee children and their parents, and to assist their return home.

3.5 *Helping people help themselves*

For several years, South-Eastern Europe has been in the centre of international attention. The scenes of extreme violence and dramatic situations of poverty, hate and conflict have shocked the international community, which mobilised with the well-known means. Consequently, South-Eastern Europe became, rightfully so, the priority region of European and international donors.

The specific conditions of South-Eastern Europe represent, however, a challenge for European and international cooperation. The old methods and policies are put to the test by a dramatic and complex reality, which requires at the same time humanitarian aid and long-term investments, means of military discouragement and peace education, restoring public institutions and the establishment of the civil society, post-war recovery and regional reconciliation. Confronted with a desperate situation, the international community is trying at the same time to solve immediate problems and define a new policy in the region focused on three major objectives: stability, sustainable development and European integration.

Traditionally, vocational education and training has stimulated development in the field of international cooperation. Undoubtedly, the context created by the Stability Pact will facilitate a new search and turn vocational education and training into one of the propelling forces in the countries of South-Eastern Europe.

From this perspective, we may anticipate the following foci:

- include education and training as a compulsory component of all cooperation projects;
- subordinate external assistance to coherent policies defined by country authorities;
- promote regional cooperation between the countries of South-Eastern Europe;
- provide training for capacity building to manage and absorb assistance;
- give support to innovative and alternative training provisions;
- encourage joint-venture projects and active participation of local experts;
- ensure sustainability of activities in order to avoid dependence on foreign aid;
- focus on skills and institutional capacity-building.

Helping people to help themselves example of good practice

"Vocational education and training courses in communication." (Albania) IT and management for middle managers in NGO's and local governments. The project is co-ordinated by Hilswerk Austria in Albania, Gjergji Center, Tirana. It aims at developing cross-border co-operation between the above mentioned organisations and the improvement of the managerial skills, as well as at increasing the awareness of the optimum use of communication technologies in the organisational setting.

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4. *The place for vocational education and training in the Stability Pact*

4.1 *Vocational education and training and democratisation*

In previous parts of this report we have identified five main domains in which action can strengthen the role of vocational education and training in the democratisation processes in South-Eastern Europe. These domains are:

- shaping a learning society;
- overcoming the skills gap;
- encouraging social partnership and social dialogue;
- fostering intercultural learning;
- helping people help themselves.

Our analysis was based on the experience of regional experts and of European Training Foundation experts. The report has been written within the context of the Graz process and has taken into account the whole range of activities organised by the European Training Foundation as one of the key players within this process. Among these activities can be mentioned:

- the network of National Observatories;
- the micro projects initiated in the region by local stakeholders (see examples of good practice);
- the Mavrovo workshop, jointly organised with other institutions in particular KulturKontakt and devoted to relationships between vocational education and training and civil society.

Particularly the Mavrovo workshop has been a useful linking pin between the Graz process (initiated before the start of the military conflicts in the region) and the Sofia conference of which the main objective is to explore lines and directions for further projects and cooperative actions. This report has been conceived as a working document for the Sofia conference and has as its main objective the identification of concrete directions for immediate action.

The final part of this report contains three elements to be considered as a basis for discussion and action in the area of human resources development and vocational education and training in South-Eastern Europe.

- basic principles for cooperation in line with the Stability Pact applied in particular to the vocational education and training system;
- examples of good practices developed under the Graz process;
- a matrix of content domains and directions for actions for the development of projects and cooperative activities.

4.2 *Methodological principles for development and implementation*

In principal, the policy recommendations for vocational education reform in the region in terms of contents and objectives are not very different from those in other European countries. However, the particular context of the region, characterised above all by non-cooperation and latent conflict, suggests that special attention should be given to the nature of concrete projects and the way of implementing them. Based on experiences so far, vocational education and training reform initiatives should be guided by the following principles:

- all cooperation projects should include education and training as a compulsory component;
- maximum use should be made of local experts and expertise;
- project definition should be demand-driven and respond to needs defined by the countries rather then donor-driven and defined by what can be delivered by foreign organisations;
- initiatives should be based on an inclusive approach aimed at the active involvement of all countries of the region;
- the experience of donors and institutions that are already active in the field should be a point of reference in the planning and implementation to enhance synergy, effectiveness and impact of actions;

- every effort should be made to encourage and support synergy and cooperation among different actors. In particular, the reconstruction process should encourage and support a mix of top-down and bottom-up initiatives;
- inter-institutional cooperation will have to be improved, especially between those institutions involved in the reform of vocational education and training, on the one hand, and those engaged in developing democratic citizenship, on the other;
- in view of the scarcity of local resources and the need for international assistance, a well-organised structure of donor coordination will be needed;
- inter-community, cross-border and inter-regional initiatives should receive priority over purely local, national or regional ones;
- networking, exchange of information and experience and lasting partnerships (twinning) will have to be encouraged to secure wider dissemination and sustainability;
- efforts should be undertaken to involve national and multinational companies, besides international organisations and NGOs, in enhancing the role of vocational education and training for civil society.

4.3 *Policy recommendation: Vocational education and training and the Stability Pact*

As stressed several times in our report, the Stability Pact is a political framework aiming at insuring sustainable democratisation and economic development for the South-Eastern European region. As economic democracy and political democracy are intricately interrelated, vocational education and training, on the one hand, and citizenship education, on the other, have to be seen as related aspects of the same process.

In the following, we have again listed the five content domains identified earlier and which support this integrated approach and for each of them we have listed directions for actions. Although the list is by far from complete it does provide a good basis for the development of policies and projects in order to achieve the objectives of the Stability Pact.

Directions for action

Vocational education and training and the shaping of a learning society

The objectives of historical transition towards democracy and modernity, plus a gradual accession to EU, can be attained only through a strategy of intensive learning with the entire population taking part. Based on experiences from other European countries, we may anticipate the following evolutions:

- vocational education and training will no longer be a secondary means of training for those who fail admittance to selective secondary general education;
- initial training will also be accomplished in forms other than vocational schools, such as on-and-off the job, dual system, apprenticeship training;
- institutions of initial training will be open for adult education and continuing vocational training;

- companies will be obliged to become involved in continuing training to cope with internal and external competition;
- vocational education and training institutions will become local centres of excellence, which presupposes new relations with enterprises, local authorities and communities.

With a view of actively promoting these developments, it will be necessary to:

- develop vocational education and training policies in perspective of lifelong learning;
- diversify initial training institutions such as on and of the job, apprenticeship training;
- open initial training institutions for adult education and continuing training;
- involve companies and enterprises in continuing training;
- transform vocational education and training institutions into local centres of excellence;
- diversify institutions to broaden the delivery of vocational education and training to include non-formal and virtual vocational education and training;
- promote training-based competence as the main criteria for social and professional promotion.

Skills for economic development and democratic life

Member states of the EU are in the course of defining new skills for employability and competitiveness and to overcome a possible "skills gap" as a result of a co-existence of high employment and skills shortage. In South-Eastern Europe, unemployment reaches variable levels from one country to another but in general, it is above the EU average. The danger of a skills gap is even bigger due to the fundamental changes taking place in the employment system, and the slow pace of changes in the vocational education and training system. As is clear from the previous analysis, skill shortages will not only relate to basic knowledge for employability, but also to technical skills and, more importantly to social skills.

Consequently, in order for vocational education and training to be better adapted to the changing labour market needs, the following steps must be taken:

- develop networks and coaching instruments for SMEs and micro enterprises;
- develop continuing vocational education and training for adults;
- develop targeted vocational education and training programmes to combat social exclusion;
- initiate labour market needs analysis at local, national and international level;
- establish links between employment and training systems;
- develop analytical capacities for vocational education and training development;
- adapt the structure and content of vocational training to the market;
- provide qualitative and quantitative information on the labour market (e.g. by strengthening National Observatories);
- provide career information and guidance systems;
- develop appropriate assessment and certification systems.

Social partnership and social dialogue

The emphasis placed earlier on social skills is explained by the need for social dialogue and the emergence of a new type of social relationships in South-Eastern Europe. These skills are indispensable for passing from the simple formal membership to contractual adhesion specific for a democratic society.

It is difficult to establish certain trends and to make recommendations for South-Eastern Europe. In the present situation social partners are insufficiently autonomous and have not yet given high priority to issues related to human resource development. As a result social dialogue is a three-way process under the aegis of the state. However, the state can play a fundamental role in further promoting social partnership by:

- adopting appropriate legislation to structure social dialogue and participation in decision making;
- involving social partners in decision making on key issues such as employment policies privatisation and restructuring processes;
- developing unemployment and job creation policies;
- promoting collective decision making and collective negotiations to enhance active participation in vocational education and training matters;
- encouraging associative life pluralism and diversity as prerequisites of a democratic society.

Intercultural learning

By nature, vocational training and work are collective activities in which each participant may have specific roles or contributions, subordinated to a common project. The unique character of each social actor, resulting from personalised competencies and responsibilities, requires mutual knowledge and communication. Learning together will contribute to being able to work together. Intercultural learning therefore should be promoted by:

- developing curricula that foster intercultural learning: overcoming ethnocentrism, developing teamwork, civil participation and shared responsibilities;
- promoting the ability to empathize with other cultures; learning how to live together in a multicultural society;
- developing learning abilities for cross-cultural communication;
- establishing vocational education and training institutions as open, inclusive and democratic organisations;
- involving vocational education and training institutions in civic debates of general interest (Inter-ethnic relationships, human rights, employment policies, ecological problems);
- facilitating mutual labour force mobility;
- providing equal access and active participation in vocational education and training for all groups.

Helping people to help themselves

South-Eastern Europe has become a priority region for European and international donors. However, the specific conditions of South-Eastern Europe represent a challenge for European and international co-operation. Old methods and policies of foreign assistance are put to the test by a dramatic and complex reality. Confronted with a desperate situation, the international community is trying at the same time to solve immediate problems and define a new policy in the region focused on three major objectives: stability, sustainable development and European integration.

The main challenge, as experience has already shown, will be to provide assistance that will allow South-Eastern European countries to build up their own resources and capacities and to avoid continued dependence on foreign aid. Vocational education and training has always and everywhere been an important vehicle to reach that aim. Thus it will be important to:

- encourage ownership (taking responsibility) and empowerment (having social influence, learning how to use rights and responsibilities) through vocational education and training;
- give priority to skills and institutional capacity building and trust local potentials;
- invest in skills as a prime factor for competition and development of employment;
- link training to labour market needs in the perspective of the knowledge society;
- include education and training as a centrepiece of all economic investment projects;
- allot a substantial portion of international assistance to education and training.

4.4 *Final remarks*

As a general conclusion to this document, we may say that, in spite of historical tensions, political awareness and acceptance of the stability in the region is increasing. As illustrated by the examples of good practice in this document, vocational education and training is an appropriate environment for supporting the reconstruction. In order to empower the actors, what is needed above all is the adoption of proper instruments and preparation of visible measures at community level in the short and medium term.

Meanwhile, long-term vision and policy actions should be strengthened within the framework of the Stability Pact and related processes (Graz, Royaumont). Some clear conclusions to be borne in mind are as follows:

A. Vocational education and training is crucial in supporting the democratisation and reconstruction process in South-Eastern Europe. To accomplish this role, complementary actions should be developed:

   - Continuing and extending the current national reforms in order to ensure the quality of the processes, and the establishment of a systemic and integrated way of training (e.g. the five streams described in chapter 3);
   - Complementing the systemic approach of national reform by targeting the education and training measures and creating a learning environment, which is highly sensitive to individual and community needs (e.g. the case studies and the micro-projects presented in the Mavrovo workshop).

Consequently, the methodologies used for implementing the up-coming vocational education and training measures should be equally designed as bottom up procedures, in terms of raising priorities and focusing on target groups, and top down procedures, in terms of creating a balanced access to resources and compatible forms of evaluation.

A. Vocational education and training is an intrinsic part of the social milieu. As we speak about investing in "diversity education" a broader and anthropological perspective should be adopted.

This approach will not exclude, but augment the skills training aspect. Besides ensuring the core skill acquisition and the quality of the learning, it is expected that the working and living environment will also be improved. The need to work on the "living together" aspect of the learning communities, as presented in some of the micro-projects and case studies promoted in Mavrovo is highly relevant in this respect.

Content of vocational education and training and learning methodologies

I. Local curriculum and cross-curricular themes

Case study presented by
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Ministry of National Education
Bucharest, Romania

1. *Background information*

The restructuring of the education and training system is the subject of an overall policy. The division within education reform between the theoretical and vocational fields do not benefit either the conception or the implementation decisions. At the same time, we have to consider the internal features of different structures and the training process, which impose a particular approach. An educational policy concerned with the need for an individual approach to education topics cannot neglect the specific educational route, which means the curricula.

The education reforms are based on the consideration that curriculum development is a priority issue because any attempt to change the educational profile of individual training opens the need for a new approach (put in context) to education content - such as demand, institutional facilities and social opportunities. With regard to vocational and technical education, redefining the curriculum imposes two conditions: on one hand, the redefinition of the trades and professions within the labour market, and on the other, a whole educational context approach.

These two conditions give the measure of the vocational education and training curriculum efficiency: the educational efficiency, which is the type of training institution on offer; and inner professional efficiency, which is illustrated by the percentage of the people who find a job within the labour market. Educational contexts and situations that differ from those of the general curriculum consequently generate the principles of curriculum development. Vocational education and training could not be considered without the involvement of the social partners' as far as its consequences are directly linked to social cohesion and economic development.

What is common in the reform of the whole education system, education covering citizenship, which in the case of vocational education and training, could be used in the broader sense: citizenship training as a dimension of human resource development.

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* Editorial note: The following text is a summary that has been based on the documents and presentations of the person cited.

2. Relevance of the experience in Central and South-Eastern Europe

Development of actions. Main actors

An important asset of vocational education within the Phare Programme is the involvement of schools in drafting curricula through the optional curriculum and cross-curriculum insertion. The Phare vocational education and training reform project was meant to provide a flexible curriculum framework that allows adjustments to vocational needs, as emphasised by the analysis of the labour market, as well as by the creation of opportunities for individual vocational routes.

Considering the characteristics of the vocational education and training curriculum in the structure of the vocational school on one side and the novelty of such innovation for the education system in Romania, on the other, the two mentioned elements are captured within the third year curriculum. This year is dedicated to occupational education which "provides specialised knowledge and capacities, as well as social behaviour of integration and career development (...).

Mobility is provided through curriculum, at level of the optional training areas:

- technical optional areas, that teach vocational behaviour for linked occupational fields or for a specialised execution capacities related to the basic trade;
- cross-curriculum themes, that teach overall vocational behaviour (communication, marketing, legislation, European markets, dynamics of technologies)".

A. The proposed *optional areas*, elaborated as integrated modules, are of two types:

   1. module of in-depth studies of specialised contents, which try to foster specialisation in a particular area specific to trade. One example would be the tourism specialisation.
   2. modules of occupational mobility, which aim at extending the speciality contents towards related occupational areas. For the same specialisation mentioned previously, for the second type of optional modules, there is a tourism specialisation.

Due to the fact that at the moment of curriculum implementation in the schools covered by the programme, teacher training did not permit the teachers' absolute responsibility over the curriculum drafting/development, the groups of authors elaborated as samples two modules for each category, and at the school level the option could be made for one of each category.

B. The *cross-curriculum themes* are conceived as transversal themes that are integrated and complementary to the speciality modules (compulsory); the time allotted to these themes represents up to 30% of the time the training plans apportioned to the specialised training modules.

Amongst the thematic areas of interest that are offered as suggestions, certain themes can be selected and considered suitable for each specialisation.

These thematic areas include:

- environmental education;
- public communication skills;
- high technologies;
- physical and mental health;

- intercultural education;
- gender issues;
- public relations and marketing;
- European dimension;
- management and business connected activities etc.

Example: Intercultural education

Intercultural education concerns all pupils, and involves attracting their interest so as to respect diversity, tolerance and solidarity... Intercultural education aims to train future citizens in order that they lead a harmonious life within a multi-cultural society.

The fundamental objectives that guide the presence of such a topic within the school curriculum could be:

- to provide greater "visibility" to minority groups and to promote their self-confidence through acceptance of self-identity;
- to learn the specific historical and cultural elements and the traditions of the community of origin;
- to promote the cooperation between members of different social and cultural groups and development of interpersonal relations based on the criteria of mutual respect and equal opportunities;
- awareness of the stereotypes and prejudices that may influence the attitudes and behaviour of the every-day life;
- stress common experiences in classroom activities/discussions.

Example: Environmental education

Environmental education has become an essential dimension of the curriculum considering there are more urgent problems (at least four cases of macro-pollution):

- the impossibility to eliminate the radioactive residuum and the penetration of toxic substances in the environment;
- pollution of the upper atmosphere and the damaging of the ozone layer;
- global warming;
- more acid lakes and the process of destruction of forests, which results in regional and local climate changes, ground erosion, floods, etc.

The main purpose of environmental education is to promote a healthy environment that should develop attitudes of responsibility towards the ecosystem. The objectives related to ecology, to environmental protection, to the rational use of resources are to be found, under different approaches, in all the disciplines/modules. The vocational education and training system also offers education for different types of trades related to the mentioned fields.

The implementation strategy for this cross-curricular theme concerns three aspects:

1. pupils' access to information, research and experimentation, to educational programmes and proper didactical material base;
2. building up cooperation with local, regional and international projects in the field of environmental protection;
3. acknowledgement of the implications future trades/occupations have over the environment and of the main norms and means of environmental protection.

3. *Regional extension and networking*

I would like to present only some examples related to the above mentioned activities and a few words about another dimension of the role of vocational education and training in civil society.

1. A multi-country project that is also supported by the European Training Foundation is ongoing in Constanza. The Government authorities from Italy, France and in the near future from Belgium (Flanders) invested in improving the teaching environment in initial training in tourism and in setting up the mechanism that enables schools to become multifunctional centres. By establishing the school as a community centre, individual needs will be much closer to the collective ones. That is one way to support economic development through social cohesion, because the project will support the development of the skills of those working in seasonal tourism.

   The European Training Foundation will support the development of the social dimension of the adult education for "learning to live together with others". This is part of the elaboration of the National Plan for Human Resources Development, which is piloted in the Constanza region. This region is multicultural and has a challenging economic environment. That is why it is suitable for future dissemination of this theme in the framework of a "Black Sea Observatory".

2. A bilateral project is ongoing in technical education for the tourism field. Our partner is Austria, through KulturKontakt. Under the favourable circumstances created by the donor, exchange of experience will be possible. The specific field of tourism offers the possibility to identify core skills, and then to elaborate a European core curricula. The existing bilateral projects of KulturKontakt in the region suggest a broader cooperation.

3. The social inclusion of dropouts through recurrent education and basic skills training is an example in the context of our workshop. Developed under cooperation with the Open Society Foundation, as part of the programme "Education 2000+", this project is a concrete way of promoting employability. The development of specific curricula, the identification of community vocational training needs for local development and successful social insertion are some of the activities included in the project. The project will be piloted in seven counties as "a second chance" education approach.

The introduction of cross-curricula themes not only means reforming attitudes (towards, for example, the environment) but also a change in social behaviour. Therefore, with the deployment of the cross-curricular thematic approach (other themes i.e. cultural, religious, historial, political are all especially relevant here) a radical change of perspectives and attitudes could emerge at a social level. Gaining acceptance for this approach, at local level, promotes the idea of "the common good" for all communities and individuals. Particular emphasis is placed on the region's diversity within this concept.[2]

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1 Basarab Nicolescu, "La Transdisciplinarité. Manifeste", Paris,1996

2 Antonio Perotti, "The case for intercultural education", Council of Europe Press, 1994

II. Curriculum for democratic society

Case study presented by
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UC "Mosa Pijade" - Tetovo
Former Yugoslav Republic of Macedonia

1. *Background information*

In the past year a major contribution to democracy within our education system has been made with the new standard for curricula for secondary vocational education and training.

Apart from the usual changes in the content and implementation of separate components of vocational education and training, other measures have been taken to elaborate different aspects of the changes and to create conditions for a more authentic implementation of the new solutions. One of those measures within the framework of complete changes in vocational education and training is the Phare programme for integrated reform in vocational education and training which has been a joint project with the Ministry of Education in the Former Yugoslav Republic of Macedonia.

In the reformed vocational education and training, pupils:

- will be able to develop skills, personality, creativity and talent optimally;
- will have education up to the level they prefer and have capability to reach;
- will be educated and prepared as constructive and democratic citizens responsible for their personal and social life, patience, tolerance, peace and mutual understanding;
- will be prepared to show initiative and creativity;
- will be prepared for life-long learning;
- will be prepared to accept jobs in companies that work in accordance with market economy and will perform their obligations responsibly;
- will develop entrepreneurial culture.

The General National Curriculum introduces decentralisation in curriculum development with responsibilities distributed on national, school, department, profile, subject and lesson levels. Social partners, enterprises, schools, were included and given the power to carry out local curriculum development.

The role of the teachers and trainers in the reformed vocational education and training has changed significantly. They teach pupils how to learn, understand and apply their knowledge. Teaching and learning is pupil-oriented through modern methods and forms, pupils' projects, computer simulations, self-discovery studies, group work and apprenticeship in enterprises.

The activities mentioned above took place in the period April 1998-June 1999. Implementation of the new curricula in the schools began on 1 September 1999.

* Editorial note: The following text is a summary that has been based on the documents and presentations of the person cited.

The new role of the teacher requires training. Global teacher training on how to deliver new curricula took place in August 1999. The main aspects were pupils' participation, communications, interdisciplinary activities, activities related to school and school environment. Teacher training will be a continuous process.

2. *Relevance of the experience to Central and South-Eastern Europe*

Specific curricula for "Citizens for democracy"

In July 1998, we produced a specific curriculum for *citizens for democracy*. It was clear that it could be a subject like other subjects (maths, physics, etc.), but it was broader. It was not a traditional curriculum. It enabled students to do experiments locally. It encompassed the idea of making pupils able to live and work in circumstances of permanent social change. The content of this curriculum is structured in four basic models, which should be implemented as projects.

- Politics and power in society.
- The individual as a citizen.
- What is democracy?
- Democracy in the Former Yugoslav Republic of Macedonia.

The general objectives of the curriculum *Citizens for democracy* mention that pupils should be able to:

- Think critically;
- Respect values of democratic and civil society;
- Develop personal skills for active participation in the democratic processes;
- To adapt to the fast changes in the society and at work.

Many schools had such activities. What schools were encouraged to do was related to the content, working with current issues, promoting democratic process, rights and duties. We encouraged projects among students, reports from them, self-reflection from students to participants in the project activities.

Examples of activities within the curriculum *Citizens for Democracy:*

DSU "Arseni Jovkov" – Skopje

Name of the activities: "Civil Workshop"

Topic: The role of the citizens in the society
Social conflicts and social integration

Team work was applied. Pupils chose which topic to work on, and there was involvement of other profiles from other departments. Debates on the topic: Human rights - preparation of different documentation - public discussions, making their own priority list of human rights, posters, bulletin boards, promotion on TV.

DSEPU "Vasil Antevski – Dren" – Skopje

Topic: "The Family and its role in the process of democratisation"

Activities: Making questionnaires for interviewing people in schools, homes, streets. Pupils took part in creating the questionnaires and also conducted interviews. In this way, they were given the chance to talk about marriage and family, to express their ideas, opinions. They were given the chance to approach people in the streets, at school, at home. Pupils' interest in the activities was tremendous and the results excellent.

3. *Potential for regional extension and networking*

Small school-based projects

To support activities of this kind, the small projects scheme was launched – an opportunity to organise work on small projects. A substantial number of these projects were related to civic questions.

DSMU "D-r Jovan Kalauzi" – Bitola:

"Democratic attitude towards student personality": All changes that have been carried out for the purpose of creating a modern school, should be followed by democratic student-teacher relations i.e. relations comprising mutual respect, cooperation and human relations between teachers and students.

Conclusions were made on the basis of the results of the survey made with students, teachers and parents in two secondary schools in Bitola.

"Galen Laboratory": to encourage team-work, to involve pupils in social life actively, to develop working discipline, organisational skills, leadership, to develop intercultural, humane relationships in a new situation (caused by the crisis in Kovoso), to promote relations with UNHCR and NGOs;

DSMU "D-r Pance Karagjozov" – Skopje

"Youth Educational Programme about Echinoccocus granulosus": to involve students actively in the development and planning of their education, to encourage scientific research, to develop students' personal skills, communicative and organisational skills, to encourage and promote team-work between pupils of different nationalities; to establish communication with institutions of the local community – potential employers.

Activities: collecting data from different institutions
(Institute of Veterine, Republic Office of Epidemiology, Surgical Clinic, Military Hospital and City Hospital).

"Youth Educational Programme in Reproductional and Women's Health: pupils to be able to implement theoretical knowledge in practice, to be involved actively, to develop their sense of responsibility, to develop their skills for leading discussions, accepting suggestions and other people's opinions, to establish and broaden cooperation between the school and other medical organisations.

Activities: pupils from different nationalities were educated by their teachers and trainers in the first stage. Then, they played the role of educators. Presentations, and discussions were carried out in four schools in the Macedonian and Albanian language. Surveys made before and after this health education activity showed how popular and interesting the activity was for the pupils (900 pupils were covered).

EMUC "Kole Nedelkovski" – Veles
"EKO VAN"

The project dealt with the ecological problems in the region of Veles. A lot of activities where contacts with the local people, local government, social partners, enterprises where necessary were carried out. There were interviews, mutual work for cleaning the waste in the region, communication, discussions, democratic decision making, socialising among pupils and other partners involved in the initiative.

EMUC "Zlate Malakoski" – Gostivar

"Public Opinion About Reform Activities in vocational education and training": 1000 residents of the town of Gostivar were interviewed by pupils (all nationalities). Pupils gathered information, analysed, discussed, synthesised.

"Division of Society into Classes and its Impact on the Total Behaviour of Young People": to encourage critical thinking, making decisions, to involve pupils to communicate with people of different ethnic origin, to make conclusions in a democratic way.

UC "Mosa Pijade" – Tetovo
"Graphical Designing in Circumstances of Democratic Dialogue and Co-operation"

Participants: teachers and pupils from the school (different ethnic origin), external experts (AUTOCAD), enterprise.

ASUC "Boro Petrusevski" – Skopje
"Practical Implementation of Democracy in the Subject Defence and Protection"

Objectives: to adopt some of the contents of the subject "Defence and Protection" practically, because they should not represent only theoretical knowledge. Pupils need to be able to manage different situational problems, to learn how to prevent and protect themselves in certain circumstances (accidents, disasters, problems, various risks and conflicts, orientation, to be able to make conclusions and decisions, to become independent in their work, to think critically, to build mutual trust and good relationships, to create sense of certainty of the individual in the community, to adapt socially.

Vocational education and training for social cohesion

I. Vocational education and training against social exclusion: The general picture and some experiences from Slovenia

Case study presented by
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Slovenia

1. *Background information*

One can talk about inclusion/exclusion relations on two dimensions:

1. there is a relation between individuals (as citizens) and the State,
2. there is a relation between individuals (as private persons) and the community (civil society).

The relation between the individuals as citizens and the State is a formal one, based on the set of rights (civil, political, social) guaranteed by the State, as well as on the guaranteed equality of opportunities and life chances in access to important institutions and resources. On the other hand, the relation between individuals as private persons and the community (society) networks and groups is based on informal elements, such as identification (on whatever basis: ethnic, religious, family, gender, cultural, neighbourhood, social class, etc.), the feeling of belonging and the acceptance of common values. It is generally assumed that in contemporary societies citizenship as a formal relationship between citizens and the State is prevailing in importance over community ties and that the strict realisation of rights of individuals can guarantee their integration into society, regardless of whether or not they belong to community groups and networks. This does not mean denying the importance of community (society) networks and groups and the solidarity and support they provide to their members, but serves to stress the responsibility of the State for guaranteeing equal opportunities of access to institutions and resources that distribute life chances. So, on one hand, the existence of (State guaranteed and implemented) equal rights and equal opportunities (no monopolisation and no barriers in access to resources and institutions) represent the objective, that is the legal and the systemic preconditions for the integration of individuals and groups into society.

* Editorial note: The following text is a summary that has been based on the documents and presentations of the person cited.

On the other hand, the individuals and groups have to be aware of the existing options and need to possess the abilities and skills to realise the available options as well as to actively create new ones. Developing the capacity (the so-called social capital) of individuals and groups to actively participate in social and economic life of the society can be referred to as an empowerment.

Education and training is one of the most important elements that support the systemic social and economic integration of individuals, as well as provide a precondition for the empowerment of individuals and groups. Many (if not most) of the important skills and experiences gained through education and training are transferable - not only usable in connection to working life and in performing the jobs, but in all spheres of life. This is especially true for the skills such as functional and computer literacy, communication skills, entrepreneurship skills, the skills to process new information and to learn, the experiences of team work, competitiveness, handling of the problem situations and the skills of problem-solving, experience of being in the multicultural environment and so on. It is thus very important to shape vocational education and training programmes in a way to integrate not only the technical and occupational skills, but as well the social, democratic and informational skills.

The preventive role of vocational education and training is inherent in the systemic inclusion of the generation of youngsters in the vocational education and training, and in all forms of education and training of adults - those related to jobs and those not directly related (life-long learning). There are three key elements of the preventive function of vocational education and training against social exclusion:

- access to vocational education and training,
- the system and its options, and
- the content of programmes (curricula).

a) Access to vocational education and training has to be guaranteed on an equal opportunities basis to all individuals, no matter of their social, ethnic and other origin. There are different mechanisms providing that:
   - clear information (in different forms) about the available education and training options;
   - support to individuals deciding for enrolment (vocational guidance; career counselling);
   - support for those that need to reach the entrance conditions (short motivation and functional training programmes to help the individuals from culturally very different environment);
   - scholarships for persons coming from economically under privileged families and groups, and other arrangements (convenient study loans, etc.) for persons who would like to continue their studies and training;
   - physical access to schools and institutions providing training (regional distribution of training institutions; physical access for handicapped persons, etc.);
   - vocational education and training institutions should also become community resource centre, connecting youth educational and training programmes, adult training programmes and the local SMEs, and offering different services to the community.

b) The variety and complexity of the vocational education and training system is important for the integration of large numbers of people. Variety means especially the number of available study and training options (number of programmes), programmes for youngsters and those for adults, duration of programmes, the transfer options - from lower to higher levels; from one type of programme to the other, etc. For integration of individuals with different preferences,

different cultural backgrounds, different abilities and at different stages of life, the system needs to offer many inter-related options on all levels (from basic to higher education). The system should be made sensitive to detect the individuals with learning problems and the potential drop-outs and should have the mechanisms of dealing with that (counselling at schools, organised help for learning, additional classes, etc.).

c) Curricula should be constantly modernised, including the innovative elements and methods of teaching and training (thus also making the programmes more appealing for the participants), specially those that support the development of communication skills of enrolled individuals, problem-solving skills, and similar skills and patterns (social, democratic, informational) that are extremely important not only for performing the jobs, but as well for functioning of individuals in modern societies.

2. *Relevance of the experience to Central and South-Eastern Europe*

Slovenia has a relatively long experience with integration of minority groups and groups with special needs in primary education, and in vocational education and training: the two ethnic minorities (Italian and Hungarian) have well-organised primary and some secondary schools in both regions, with the cultural and historical specifics incorporated in the curricula and bilingual programmes.

For the Gypsy population, there are additional classes organised, in some case pre-school training organised in their community by local schools or by non-governmental or voluntary organisations; after integration in normal school classes. However, the drop-out rate of gypsy youngsters from primary schools is very high, as well as the drop-out rate in the transfer from primary to secondary level education.

For handicapped persons with severe problems there are special primary schools. But at the secondary level there are only a few schools for youngsters with special needs (very few vocational education and training options). The policy is to integrate youngsters who do not have too severe problems into regular classes (at primary and at secondary level), but this in each individual case depends on the decision of parents (and the youngster) in agreement with doctors and school management.

Large numbers of young refugees from Bosnia and Herzegovina were integrated into Slovenian schools. Mostly the special classes (which were formally departments of local schools) were organised in the refugee centres, with teachers from Slovenian schools and some teachers who were also refugees from Bosnia and Herzegovina. Those classes followed the curricula of Slovenian education and training programmes, and included the (Slovenian) language learning. Also, additional help and support for learning was offered. Many of the young refugees stayed in Slovenia to complete the schooling and were later integrated into regular classes.

The main problems for integration and re-integration of individuals into the education and training area in Slovenia are the following:

- The individuals are expected to take more responsibility for their education and training, also in the financial terms. This could lead to the differentiation, especially in the training of adults. Employers will mostly be interested in training core workers and employees and will be prepared to organise and finance it. For the rest of the working population and for the unemployed the training will be to a large extent left to themselves. It should be the responsibility of the State to organise and finance training for specific and minority groups in order to prevent an even greater marginalisation of these groups and their exclusion from economic and social life.

- Long-term structural unemployment is high in Slovenia. There are many unemployed persons without any qualifications or who are poorly qualified, or with qualification for which there is no demand. It is not enough to organise and finance the training programmes for those people, but to motivate them to actively participate. According to the experience of the Slovenian National Employment Office, lack of motivation and passiveness is the main problem of the poorly qualified unemployed.
- The problem of high dropout rates from secondary level education, especially from vocational education and training programmes (the highest dropout rate - around 20% is in two- and three-year vocational programmes). Only recently the Ministry of Labour, Family and Social Affairs started more systematic attempts to re-integrate the unemployed drop-out youngsters back into training (to achieve at least basic vocational qualifications). There are also several programmes of motivation and reintegration of dropouts on a small scale and pilot basis. However, attempts to foster reintegration are not enough. There is also an urgent need to analyse the reasons for high drop-out in vocational education and training programmes and how it could be prevented.

3. *Potential for regional extension and networking*

Some of the Slovenian experiences that may be shared with other parts of the region include the following:

- To integrate children from severely disadvantaged or culturally very different environments (with low or very different social capital) it is necessary to organise additional help and support in terms of preparatory classes, and support in small groups in order to improve the motivation for participation in schools and to build the capacity to participate.
- There is a need for constant monitoring and evaluation of education and training options specially organised for members of disadvantaged or minority groups. Namely, those special programmes and separate classes can become stigmatising and have the reverse effects.
- Small scale pilot projects are important for building a bottom-up approach, specially in cases of integration of culturally different groups (gypsies, refugees) or disadvantaged groups (local school projects, different alternative approaches of individual and team work with dropouts, etc.).
- It is very important to encourage cooperation between different voluntary groups and the State. This cooperation showed very good results in Slovenia in cases of integration of refugees, gypsies, handicapped, etc. Of course, the State's responsibility remains to create the system conditions for this cooperation.
- When different options for training exist, it is important to develop mechanisms to reach really underprivileged groups.
- The systemic conditions for integration are not enough - the "soft" variables, such as the capability of teachers to deal with minority and disadvantaged groups, the mechanisms to detect possible problems and the incidence of dropout and so on, are essential. Teacher training in cultural and inter-relational issues is necessary for successful integration of minority and disadvantaged groups.

II. Creating Islands of Integrity... SMEs as Agents of Community Building in Central Europe

*Case Study presented by Allan D. Bussard**
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1. *Background information*

One of the main characteristics in the Slovak social economy in the mid-nineties was the peculiar brand of large-scale privatisation under the era of Vladimir Meciar. The widespread cronyism and asset-stripping of State or former State companies that occurred during this time had consequences that have lasted to the present day in the Slovak Republic.

At the same time, the conditions for the development of small and medium enterprises (SMEs) in the the Slovak Republic did not develop quickly. High taxes, ambiguous laws and growing criminality were serious and growing problems. Nevertheless the lack of access to capital, largely soaked up in the issuing of expensive government debt, was the most restrictive element for SME growth in the mid-1990s. This was combined with a severe classified debt problem in Slovak banks which meant that credit for the more "risky" SME sector was virtually non-existent.

It was becoming increasingly clear that the growth of the SME sector was vitally important for the Slovak Republic, not only to provide a livelihood for families, but also to disperse economic power and thus act as a barrier to corruption. The SME can function in society as a bulwark against corruption in business, simply because it is more vulnerable to the damage caused by loss of reputation than a large quasi-monopoly. It is widely understood that a country with a large portion of GDP produced by SMEs is a country that will experience less business corruption and where political power is more dispersed.

* Editorial note: The following text is a summary that has been based on the documents and presentations of the person cited.

2. *Relevance of the experience to Central and South-Eastern Europe*

2.1 *Key questions:*

Based on the observations of what was happening in the Slovak Republic, we began to formulate the following questions:

- How can we help improve conditions for the growth and development of micro enterprises and SMEs in the Slovak Republic?
- Why has the development of Slovak SMEs and micro enterprises lag behind that of the other countries in Central Europe?
- How could efficient access to finance for SMEs be arranged in a country such as the Slovak Republic, with its inadequate capital markets?
- What would the impact of the growth of SMEs be on the creation of civil society?
- Is it true that SMEs are an anti-corruption tool?
- How can this impact be assessed?

2.2 *Implementation/Outcomes/Constraints*

The creation of the civil societies in the West is largely a product of the choices of free individuals to create the conditions for cooperation in wealth creation. These conditions included the freedom and equality of the individual under law, the voluntary cooperation of many people in managing the complex tasks of procuring raw materials and adding wealth through manufacturing and selling them, the freedom of the person or group from arbitrary violence and of private property from seizure, etc.

There is a sense in which a civil society will not emerge in Central Europe without the countries concerned retracing to some extent the same path that gave birth to civil society in countries where the phenomenon is well developed. Critical to this path is the nurturing of the small business sector, which survives only due to the good will of the community it serves, not because it enjoys a cosy relationship with the government of the day.

The purpose we had in the formation of The Integra Foundation was to contribute to the strengthening of civil society in Central Europe by creating the conditions for small, largely family-owned, firms to flourish. We developed three main products to help these SMEs:

- business skills training at a price they could afford and at a level that fitted their need
- a network of other SMEs with similar aspirations and problems, which was nurtured by regular entrepreneurial support groups and training events
- access to affordable debt finance through membership in a lending cooperative

In addition to these SME products, The Integra Foundation developed a specialised microfinance facility for women at risk. By women at risk, reference is made to single mothers, divorcees with young children, women who are victims of domestic violence, women with alcoholic or chronically unemployed partners, women who are not able to re-enter the work force after maternity leave, etc. Our vision in all of this was to help the creation of many hundreds of businesses that would become "islands of integrity" scattered through the Slovak Republic.

Outcomes: Since inception, The Integra Foundation has opened offices in Zagreb (Croatia), Moscow (Russian Federation) and Tirgu-Mures (Romania), as part of a strategy of decentralisation and enabling of local capacity, and has seen the following outcomes:

New SMEs created	42
Number of new or sustained jobs	195
Total equity or debt investments	$425 000
Average SME loan size	$10 120
On-time loan repayment rate	97.5%
Training days participants	346
Women clients	21%

Constraints: Although we experienced early on a huge client demand for our services, there was little capacity within the NGO sector to understand what we were doing. While most NGOs in Central Europe seek to get money from business for their operations, The Integra Foundation was seeking to provide money for businesses. This seemed strange to the representatives of the NGO world in the Slovak Republic at the time. As a result, our early attempts to gain funding for our operations or investments from traditional NGO funders were not very successful. Thus, we needed to turn to the small business community in Western Europe and North America for funding. They have a more ready grasp of what our vision was.

Another major constraint is the lack of qualified staff. We need people with significant business development and banking skills, but who have the vision and commitment to work in the NGO sector. Most NGO workers tend not to have business development skills, and those that do tend to migrate quickly to the higher paid jobs in private sector consultancies. Gradually this problem is being solved as we find qualified managerial level staff who are attracted to our vision.

3. *Regional extension and networking*

As noted above, an important task that remains is to document the impact or causal effect of SME development on the development of civil society in Central and Eastern Europe. A sub-aspect of this is to strengthen SMEs in their ability to cope with and defuse corruption.

One possible project to try to do this is outlined below:

Project Title: Promoting Islands of Integrity : Measuring and encouraging the ability of Central European SMEs to resist corruption and do ethical business.

Project Goal: To research, analyse and disseminate successful methods that Central European SME's are using to survive in a corrupt environment and to assist in locating ways to break down the cycle of corruption they face in their immediate operating environment.

Preliminary Need Assessment:

The SME sector experiences significant restrictions due to rapid rise in various types of criminal and corrupt activities focussed on this sector. Chiefly, these are: licensing obstacles, requests for bribes by public servants, widespread kick-backs on contracts, extortion by organised crime, requests for collusion in tax evasion by business partners and uneven treatment by tax officials. It is our belief that the majority of Central European SME owners do not want to engage in corrupt practice, but they lack information and support in avoiding it. They become resigned to corrupt practices as a necessary cost of doing business. There is a need to determine and promote best practice among SME owners, governments and NGO's in helping SME's avoid and oppose corrupt behaviour within their sphere of influence.

Expected Outcomes:

1. An awareness among SME owners of the long-term benefits of doing ethical business.
2. A more accurate understanding of the standards of and challenges to ethical business behaviour in the SME community in Central Europe.
3. The promotion within the Central European Microenterprise development community of practical ways to break down the corruption cycle and to train and assess ethical business behaviour.
4. A published collection of strategies (working title - "Coping with Corruption Toolkit") available for use by Central European SMEs to survive and promote ethical business behaviour. This will employ case study method and cover a full range of corruption experiences faced by Central European SMEs.
5. An assessment of the social and community impact of the activities of clients of The Integra Foundation as well as by other SMEs.
6. Special attention given to the corruption issues faced by the clients of Microenterprises, which tend to draw clients from among more vulnerable populations
7. Training materials on business ethics tested among the Integra client base and made available publicly.
8. An evaluation of the SME as a tool to oppose corruption in transitional economies.

III. "Corporate Responsibility" and "Business Ethics": A case-study of the experience of the United Kingdom and its relevance to South-Eastern Europe

Case study presented by
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1. *Background information*

The reconstruction of democratic society following conflict was a challenge that the United Kingdom had to face after both the First World War (1914-1918) and the Second World War (1940-1945). My book entitled The British Philosophy of Administration: A Comparison of British and American Ideas 1900-1939[1] demonstrates the "corporate responsibility" shown by British business/industry and the emphasis on "business ethics" in that earlier period, which may be relevant today to South-Eastern Europe.

The three main elements of "corporate responsibility" and "business ethics" were promoted in the United Kingdom between 1900-1939 were:

- management principles, management education and training
- ethical ideals
- cooperation between business leaders and government to assist with reconstruction

* Editorial note: The following text is a summary that has been based on the documents and presentations of the person cited.

1 The British Philosophy of Administration: A Comparison of British and American Ideas 1900-1939 (first published by Longmans; republished by UK, Ethics International Press Ltd. for Centre for Business and Public Sector Ethics, 1989).

2. *Relevance of the experience to Central and South-Eastern Europe*

2.1 *Current trends in the European Union/Internationally in Business Ethics*

In October 1998 the European Parliament (Committee on Development and Co-operation) issued a draft Report. which integrates principles/codes of conduct (or ethics) with environmental and social standards to create 'EU Standards for European Enterprises operating in developing countries'. In other words, a European Code of Business Conduct - or Ethics.

The European Parliamentary Committee draft Report draws together earlier internationally-agreed standards for corporate conduct promoted, for example, by the ILO in respect of labour standards (including abolition of child labour); the 1997 OECD Convention on Combating Bribery of Foreign Public Officials in International Business Transactions; and the EU Code of Conduct on Arms Sales.[2]

2.2 *Education and Training for "Corporate and Social Responsibility" and "Business Ethics"*

The current trends **in practice** - many of them emerging only since the mid 1990s - are insufficient without education and training in business ethics to accompany the practical developments.

Centre for Business and Public Sector Ethics, an educational charitable trust, founded in Cambridge (UK) set itself this mission in 1988 of uniting "best ideas" with "best practice" and undertaking research and dissemination for education, training and the policy process in business ethics and corporate and social responsibility. The Centre met with industrial chiefs, governments and academics, harnessing them as Associates of the Centre for the past twelve years. Consciously building on the benefits of earlier British developments of 1900-1939, the Centre has undertaken global research; originated frameworks for analysis of business ethics; devised an interdisciplinary and comparative research method; collected extensive data; held seven international Conferences; provided expert evidence to Parliament and other bodies at home and abroad; and drawn up courses for higher, vocational and life-long learning on "business ethics"; "government ethics"/anti-corruption and "environmental ethics". The Centre has considered it important to publish international books and articles on these subjects to support the educational and training courses which are available immediately for building peace, stability and reconstruction in South-Eastern Europe.

Human suffering: bereavements, loss of limbs, disorientation due to displacement, emotions ranging from fear, hatred and joy at being reunited with loved ones, need understanding and to be channelled positively into constructive citizenship and the rebuilding of cities and communities. Multi-cultural, religious and language **differences** must be respected but diffused through education and training for nation-building.

What is relevant, then, from the British experience to the reconstruction of South-Eastern Europe? Many benefits can be carried forward as possible relevant lessons from the British case-study to South-Eastern Europe. In particular, 1 shall highlight four experiences.

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2 European Parliament, Committee on Development and Co-operation, Draft Report, October 1998 Fdr 359352 PE 228.198: Rapporteur Richard Howitt, M.E.P.

2.3 *The Importance of Treating People as Individuals*

The importance of treating people as individuals, whether adults or children, in both South-Eastern Europe and Britain is crucial to progress. For example, in August 1999 an analysis of what made English schools successful was found to be not IQ - but motivation and the quality of relationships. Children at Bassingbourn Village College in Cambridgeshire were found to do well because they were treated as individuals. Staff talk to children informally as they walk across the school playground and make **all** the children feel special. Education is not treated as a sterile system ending only in examination results and academic or vocational achievements. Rather, there is pastoral care and awareness of what is happening in the locality: for example, adults eat breakfast with the children, at school, at Bassingbourn Village College.

Head teachers have drawn business companies into their activities in some schools and colleges, like reading times, developing interview techniques, and preparing curriculum vitae.

Another example is the City of Newcastle in the North of England where the shipbuilding industry has declined, empty classrooms have been turned into a "community wing" so that parents can learn alongside their children. Adult classes range from basic literacy and parenting skills, to information technology. Some adults have gone on to teach, obtain degrees and set up businesses.[3]

Perhaps overseas and local businesses operating in South-Eastern Europe could help to motivate children, students and adults and encourage them to realise some of the necessary educational and community requirements. The **unemployed**, as parents and citizens, can be accommodated in such community projects.

2.4 *A proposal for "Reconstruction contribution" from different types of overseas (and possibly local) industries*

Business ethics, and corporate and social responsibility, are relevant in South-Eastern Europe, if utilised slightly differently from the British case-study. For example, when Western (including British) industries - with their scientific and technological skills - are granted contracts in the fields, say, of water, housing, energy and transport, a "reconstruction contribution" might be made by those contractors in their particular field of expertise.

For instance, if a transport contract in South-Eastern Europe is granted to build roads or supply transport vehicles, the overseas company could donate within a city or local community an extra free vehicle to a school or college, or build an additional road for a housing estate, thereby being **pro-active** and going beyond the contract (or legislative process) in the specific **type** of industry or rebuilding.

Or, if a healthcare contract is won to provide hospital equipment or medicines, a donation (and involvement by the overseas business with the city or community) might take the form of equipping a local doctor's surgery beyond the terms of the legal contract, and so on. Local industries - where profitable - might follow this example of corporate and social responsibility.

However, the construction sector is an industry where unqualified workers may operate and care is needed to provide vocational education and training for the building industry and to ensure that qualifications are clearly visible. The Turkish earthquake disaster is a reminder to us all, of the need to ensure that only qualified builders are granted contracts.

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3 Sunday Express, UK newspaper, 29 August 1999.

2.5 *Education and Training in Citizenship and Civic Responsibility*

The reconstruction of civil society in South-Eastern Europe needs to include the teaching and training of civil law, civil rights and duties, equality of opportunity to citizens, and the balancing of freedom (civil liberties) with protection (law and order).

In the United Kingdom "citizenship", as a new subject, is currently being added to the curriculum for schoolchildren. South-Eastern Europe could adopt a similar approach.

2.6 *Education and Training in Ethics and its Practical Application*

Finally, "ethics" is relevant, not only as a subject to study in university and vocational education/training, but also to be applied. Creating "model" institutions in South-Eastern Europe which inspire - and give hope to - the new democracies is important, as well as "best practice" in the technological sense. As a subject for university and vocational education/training, the curriculum might include:

- Business Ethics/Corporate and Social Responsibility;
- Environmental Ethics/Corporate and Social Responsibility;
- Government Ethics/Anti-Corruption/Responsibility;
- Culture and Values;
- International Developments.[4]

3. *Potential for regional extension and networking*

The Mavrovo Workshop has coordinated different experts and countries and the subject is broad of "Democratic Citizenship and Diversity of Education" in respect of vocational education and training. The contribution "corporate and social responsibility" and "business ethics" can make to citizenship, reconstruction and democracy in South-Eastern Europe can be translated into vocational education and training.

The **methodology** needs to unite ideas/ideals with "best practice"; to integrate general principles of "ethics" with various specialisms; to include case-studies; and to involve the participation of business, government and the community. Crafts should be seen to have a relevance, as well as new technologies. Standards of conduct are also a part of the study, or training. The methodology requires a **lateral** and **interdisciplinary** approach, without losing sight of the core subjects, like business practice/management or public administration.

4 These 5 courses for study are available now from Dr. R. Thomas at Centre for Business and Public Sector Ethics, and supporting books from the publishing company, Ethics International Press Ltd. Or, courses can be "tailor-made" for specific South-Eastern European requirements. Please contact Dr. Rosamund Thomas directly for details.

National, or other, vocational qualifications and training should not be too numerous or complex, or confusion may occur. "Corporate/social responsibility" and "business ethics" is applicable also at other levels of education - like higher and senior school education - as well as continuing education and in-house training in companies. Centre for Business and Public Sector Ethics has devised a research method for its own purposes and would be pleased to assist South-Eastern Europe further.

In the vacuum which often precedes reconstruction it is essential that bribery and corruption do not fill the gap. The study and practice of "ethics" helps to uphold standards of conduct, which, together with "citizenship", hopefully, will contribute to peace, stability, tolerance and understanding.

Civic reconstruction through vocational education and training

I. Transforming vocational education and training institutions into community resource centres

Case study presented by
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1. Background information

Following the profound transformation process that the Albanian economy has experienced since 1990, it has become increasingly evident that workers and technicians need to be better skilled and more competitive within the market economy. As a result of this, in 1994, a process of vocational education reform on two levels was started.

At the present time, there are 43 vocational schools in Albania, distributed across twenty regions. The current aim is to concentrate and strengthen them at regional level. In these schools, 10,000 students are enrolled in the general and vocational higher education. 70% of them are in the vocational schools and 30% in the technical schools. In both of them, 82.5% are boys (schema 3). Because of the State's limited budget, the only way to support and rebuild the schools was through financial contributions from donors (such as grants) and other forms of co-operation. Currently, different donor contributions are supporting an array of pilot schools.

Reconstruction of the pilot schools consists of the following:

1) preparation of new curricula taking into account vocational and technical school specialisation, improving teaching materials necessary for the realisation of theory/practical teaching. Teachers qualifications, etc.;

2) Reconstruction of school infrastructure and workshops;

3) upgrading of workshops and laboratory equipment.

Given the reorientation of the Albanian economy towards the construction, transport and tourism sectors, vocational education is not primarily focused on technology but on the service sector.

* Editorial note: The following text is a summary that has been based on the documents and presentations of the person cited.

The Region of Korca is taken here by way of an example. In this region there are four vocational schools which prepare pupils in twelve specialist areas. In these schools, only 11.6% of the students are girls. September of this year saw the opening of the economic branch with specialisation for Banks, Insurance and Economics at the "Isuf Gjata" school. Creating a stimulating learning environment through the project will provide very positive feedback concerning student preparation for the practical part of their studies. This school will serve also as a training centre for the business community in the above fields. The centre will serve also as a training centre for teachers.

2. *Relevance of the experience for the Central and South-Eastern Europe*

The main problems identified within this case study are:

1) the low quality of the learning process in vocational schools as a result of old methodologies;

2) the use of old technologies within vocational high schools that hampers the learning process and hinders the passing on of relevant knowledge that is needed to equip pupils for employment within a market economy.

3) difficulties for small and medium-sized enterprises in establishing links with schools. Many SMEs are still in the process of start-up or consolidation and the creation of strong and well-oiled sense of cooperation between schools and enterprise has proved difficult to achieve. Because of this and the need for more practical teaching it is necessary to move towards the idea of having a "learning office in the school".

What is a simulating learning office?

A Simulating Learning Office is quite simply a classroom equipped with the necessary equipment of one small company. This equipment includes a computer, typewriter, calculators, overhead projector, flip chart, video, small library, etc. In this classroom, the pupils act as the owner of a small imaginary company carrying out all the necessary work and administrative procedures necessary to run a small company. This imaginary company has its budget, administration, and marketing. They cooperate with other companies buying and selling, taking and giving credits for their clients, etc.

The key idea of this case study is to use this experience not only for the school but also for the business community and more. It can also be used as a training centre for new owners of bankers, training teachers, etc.

Objectives of the project

1) to give an example of the reorientation of a vocational education and training institution into a community resource centre through a simulating learning office in the economical high school in Korca.

2) to create a social understanding involving civil society and the social partners in vocational education and training.

3) to share and expand this specific country experience to the other countries through regional cooperation.

Description of the experience

Within the GTZ project supporting the professional schools in Albania and specially the economical and electrical school in Tirana and Shkodra a Simulating Learning Office has been created. This simulating learning office operates only in the high economical school of Tirana helping the pupils to do some practical things according to their learning programme.

The experience is taken from the Economical German School and it is used as a first example with the support of German experts. This office has been up and running for one year and has provided good results in that pupil's are properly prepared and that there is a proper link between theoretical and practical learning.

Based on this small experience, the observers presented us with the following questions:

- how can we improve and distribute this experience in the other professional schools in Albania?
- because of very limited financial resource, how can we transform this Simulating Learning Office into the community training and resource centre?
- how can we involve the social partners in this vocational education and training development processes?

Activities for the first objective: To provide the first example of the transformation of a vocational education and training institution into a community resource centre through a simulating learning office at the economical high school in Korca.

- Organising team work
- Round table between AVETA, MoE, Economical High school Korca
- Reconstruction of the simulating classroom
- Buying necessary equipment
- Installation of the equipment
- Teacher qualification for "Learning Office"
- Running the teaching process

Activities for the second objective: To create a social understanding for involving the civil society and social partners in vocational education and training.

- Identifying the social partners (chamber of commerce) and local NGOs participating in the project
- Identifying the representative of the community participating in the project (local government)
- Round table discussing with all the participants of the project
- Approving the work programme

Activities for the third objective: To share and expand this specific country experience to the other countries in order to foster regional cooperation.

- Evaluation of the project
- Publishing the report
- Cross country information sharing of the wined experience

The main actors

- Albanian Vocational Educational and Training Association (AVETA)
- Ministry of Education
- Economical school in Korca
- Bank of Korea
- Chamber of commerce
- Economical high school of Korca
- Chamber of Commerce of Korca
- Ministry of Labour (Training Centre of Korca)
- Neighbouring countries

Implementation/outcomes/constraints

The implementation of the project is under the responsibility of the Albanian Vocational Education and Training Association. This association was established in 1996 and its members are experts in vocational education and training in Albania. As a non-governmental organisation, it is registered in the Court of Tirana. It has achieved a number of very important activities in the vocational education and training association of Albania (AVETA) as can be seen from the following:

- the first national symposium of vocational education and training in Albania;
- training courses for the construction companies rebuilding the schools under the supervision of the Soros Foundation;
- participating in the International Congress of vocational education and training in Helsinki and Ankara;
- it is member of the International Vocational Education and Training Association (IVETA) with headquarters in Washington;
- it makes very important initiatives in vocational education and training legislation, and has improved the involvement of the social partners.

3. *Regional extension and networking*

The future development is establishing a network through economical schools in Albania. The different schools will act as formally enterprises and will change between them information and transactions.

- Example of "Learning Office"
- Qualitative preparation of the students
- Teacher training
- The learning office will serve as a training centre for
- Training of adults in the economical fields

Taking into consideration the results of the economical school in Tirana, and the process of vocational education and training reform in Albania, especially decentralisation and social partners' involvement, I think that building a project to create this Simulating Learning Office in the economical school of Korca will be a successful and a good example of "transforming vocational institutions into community resources centres".

Through this case study, it could be possible to establish a network consisting of the economic high schools incorporating neighbour countries. This network will serve as a forum for experience exchange and organising common activities. The evaluation of the possible project should come from foreign experts as well as the neighbouring countries of Albania, for example the Former Yugoslav Republic of Macedonia, and Bosnia and Herzegovina.

II. The reconstruction of democratic societies through vocational education and training Civic education within the EU Phare vocational education and training programme in Bosnia and Herzegovina

Case study presented by
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*Ilija Rajlič**
*Mustafa Šahinovič**
Training Programme Coordinators
Bosnia and Herzegovina

1. *Background information*

This case study concerns activities in relation to component three in the two year Phare vocational education and training programme in Bosnia and Herzegovina. The programme provides support to the process of reform in vocational education and training in the country. It is currently being implemented (during the period March 1998 to February 2000). The programme includes three components. This case study is related to component three.

The overall objective for component three is the implementation of education and training measures for the reintegration of refugees, displaced people and other disadvantaged groups in the Una Sana Canton within the Federation and in the Western Region of Republica Srpska. The idea is to support capacity building in local institutions.

The two geographical target areas are characterised by a very high number of displaced people, other disadvantaged groups, like war widows, invalids, people who never finished their education and in the Una Sana Canton a high number of returnees as well. Job opportunities in the areas are scarce, and for the disadvantaged groups it is even worse. Their particular situation puts them in a very difficult position. Not only are many of them living in temporary living-quarters but they are also cut off from participation in and being a member of normal local social life. At the moment the only training possibilities for requalifying and upgrading qualifications are those provided by different aid programmes.

The main expected outcomes of component three are that:

- people belonging to the target group and living in the two target areas will have received training that will improve their qualifications and job opportunities which will in turn support their reintegration into civil society;
- training providers have improved their competencies to develop and implement training courses for adults in accordance with the needs and possibilities of the local labour market and in accordance with the needs and psycho social conditions of the trainees.

* Editorial note: The following text is a summary that has been based on the documents and presentations of the persons cited.

The focus of component three is directed towards the capacity of local training providers to conduct needs analyses and to develop and implement courses at local level involving relevant local stakeholders. The subjects of the courses depend on the local needs and the need for additional equipment is defined in relation to each course. In order to support the capacity of the training providers to conduct needs analyses, develop local courses and conduct training for the special target groups, additional supportive activities have been organised. Workshops on Objective Oriented Project Planning, training of trainers` courses on "Civic Education", "IT training" and "New Teaching Methodology for Adults and Disadvantaged Groups" have as a result been organised.

2. *Relevance of the experience in Central and South-Eastern Europe*

2.1 *Training of trainers course on civic education*

The team comprised of the four teachers (H. Cirkič, I.Kadič, I.Rajlič i S.Rajlič) who led the civic education course and represented the two groups. The members of the team have been involved in the Council of Europe Project on "Vocational improvement of teachers for education of human rights and democratic citizenship in Bosnia and Herzegovina" since May 1998.

Through their participation in the seminars and training, the members are qualified to be trainers for the training and preparation of teachers for civic education and human rights. They were also actively involved in the development and orientation of the teachers training courses in Bosnia and Herzegovina in October 1998 in cooperation with the trainers of Council of Europe.

One of the main projects implemented by this team is a five-day training of trainers' course for forty participants from the Phare vocational education and training programme in Bosnia and Herzegovina. The participants of the course are from Una Sana Canton in the Federation and The Western Region of Republica Srpska. The training received good evaluation and demonstrated a raise in the awareness of the needs for civic education.

Objectives : During the planning of this course, the main idea was to focus on the issue of human rights. Experience gained in previous courses showed that training in education about human rights requires a multi-dimensional approach.

The following three dimensions – knowledge, attitude and capability – outline the course objectives.

Knowledge: Course participants got basic information about the history and the content of human rights and the ways of its protection.

Values and attitudes: Course participants were encouraged to apply emphatic principles of human rights in every-day life. Those who accept this set of emphatic values about human rights will apply it as a guide in the relationships with students and during the selection of the teaching methods.

Capabilities: Course participants were given a chance to study samples for applying education on human rights within the framework of the larger number of subjects. They were introduced to alternative teaching methods.

The following aims were achieved:

- association and making friendships among the participants;
- exchange of experiences;
- human rights as a pedagogical guideline;
- protection, reinforcement and promotion of human rights, basic freedoms and pluralistic democracy;
- changing the awareness about European identity.

Content of the training (topics):

1. How and why to teach about human rights
2. Human rights as a basis for selecting teaching contents and working methods
3. Methods for learning about the democratic rights of citizens – pedagogical means
4. Human rights development and its protection within Europe and Bosnia and Herzegovina.

2.2 *Development and implementation of five training courses in mixed secondary schools in Sanski Most*

The psycho-social programme for disadvantage people was realised in mixed secondary schools in Sanski, the majority through three courses for welders and two courses for joiners. A total of 107 persons belonging to the target groups took part.

55 participants attended the welder courses and 52 the joiner courses. Out of this 63 are returnees and 44 displaced persons. Out of them seven are invalids, 72 have not finished education, and 35 have requalified because they will have a better opportunity for employment. The qualification for organising these courses in our municipality is clear. Out of 72,000 inhabitants over 46,000 are returnees and displaced persons, while the number of unemployed persons is about 30,000 inhabitants.

The basic objectives of the training are that people from the target groups are trained to improve their qualifications and the chances for employment. It also supports their reintegration into the community. As far as training providers are concerned, this training facilitates the development of their skills and the implementation and delivery of courses in accordance with the needs of the local labour market. This was a major challenge for our school and our environment. It has facilitated the adoption of an analytical approach when defining the aims of courses (with the help of the most experienced personnel). This was done through a process of defining and sharing out tasks for each stage with responsibilities and goals clearly defined. This kind of approach has given visible results.

Teachers, trainees, and managers have been engaged, good interpersonal communication has been very much in evidence as have the independence and improvement of the trainees self-confidence. There has been success also in the solving of presented tasks, qualification for work. This has led to a measure of economic and social independence.

3. *Potential for regional extension and networking*

The purpose of this programme was to qualify participants for the occupations in which there is a need in the local labour market, which can provide them with employment, which will be the fastest and the most effective way for their reintegration into community, we can say freely that these courses were successful. All of the participants, upon the completion of training, are likely to show surprisingly good results in front of a vocational commission. This is specially related to welders who were assessed by experts from the Energoinvest institute in Sarajevo. At the end of the course, each of the candidates received a certificate that provides the individual concerned with the possibility of either finding a job or becoming self employed in his /her particular vocation.

Our insight into employment of the participants who have finished the course is showing that up until now (the data is constantly changing), twenty participants have found a job in State and private companies, and some of the others are working independently.

To these results we can add the experience gained by teaching personnel, as well as the organisational capabilities of the school for the continuation and development of this kind of work. We would like to emphasise the trust and satisfaction of participants after the course, which has probably been the most significant achievement.

The school has, as a provider of the programmes, made all the necessary technical and personnel preparations even when the number of trainees increased to 67. It didn't have any impact on organisation, training and the quality of training. Surveillance of the quality of work - vocational inspection - took place every day and in all phases, until the official handouts of certificates. All of these activities were followed by local authorities, which had a positive impact on the environment.

The implementation of the courses can be assessed as very successful. Good working conditions and the equipment had a positive impact on this, especially the responsibility and professionalism in the work of the participants and the teaching personnel. A good organisation of the courses (preparation, control of work, evaluation) has contributed to this. The problems that occurred because of the expansion of the courses and with the increase in hours and teaching personnel, have been successfully solved without any impact on the courses themselves or the quality of the training.

Our assessment is that the results of these courses are multiple because it has supported:

- education of the mentioned target groups for the occupations in which there is a need in the local labour market;
- trained personnel for the local trade market;
- economical and social security of the trainees and their reintegration into community;
- development and stability of the local community in total;
- broadening of teacher experiences;
- qualification of the school for organising this and similar types of courses;
- equipping of the school;
- support and development of the school system;

Because these courses have given good results, there is a big interest for this kind of education in the city. Needs for this kind of courses in our municipality still exist. This call is supported not only by the large number of young people who have not managed to have regular education for well known reasons, but also by the interests demonstrated for this type of education - something that came up during the organisation of the courses. We would like to emphasise that beside of the interest for the existing courses, there is a special interest in the female population (families of the war victims, and families of the dead soldiers).

III. Development of democratic schools in Bulgaria

Case study presented by
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1. *Background information*

Democratic education should provide help for young people and citizens from one community through the overall provision of formal and informal education in terms of sufficient knowledge, skills and habits in order for them to be able to become motivated and actively express themselves in civil society. This can be achieved by: upgrading democratic institutions; respect for legality and democratic values; and also mutual respect, tolerance, solidarity, understanding and civic position.

Establishing democratic schools in Bulgaria is aimed not only at students, but at teachers, parents and members of different communities and organisations - Trade Unions, religious, ethnic, etc. The identification of potential partnerships among the different participants and groups (school, parents, media, local and national authorities, and education structures for adults) supports the development of the relevant national tools and interaction on all levels.

The main objective of education in Bulgaria is the successful realisation for everyone of their personal development through the provision of quality education. The priorities are to develop education and incorporate the values of the civic society: access, high quality and high efficiency into it.

In 1999, two main pieces of legislation were passed: the Vocational Education and Training Act and the Law for the Education Degree, General Secondary Education Minimum and the Curriculum. These two pieces of legislation are in compliance with the European standards requirements for quality of education and allowing the personality integration in an active civic society.

The Vocational Education and Training Act regulates public relations in view of:

1. Provision of the right to vocational education and training to citizens, corresponding to their personal interests and opportunities;
2. Meeting the needs of a qualified work force and labour market competitiveness;
3. Providing conditions for the operation and development of the system of vocational education and training, based on cooperation among its institutions and the executive authorities/bodies and local self-government and the social partners.

* Editorial note: The following text is a summary that has been based on the documents and presentations of the person cited.

Within the Law for the Education Degree, General Secondary Education Minimum and the Curriculum, a set of obligatory core subjects are set out covering the cultural-education area, public sciences and civic education. A national State standard in civic education has been drafted to facilitate implementation. The knowledge acquired from this cultural-education area is combined with contemporary vocational training that will guarantee the dignified and active position of young people in civic society. Bulgaria's participation in European Union projects and in bilateral projects contributes to the support of the democratic start in Bulgarian schools.

2. *Relevance of the experience in Central and South-Eastern Europe*

The main key issues and the achieved outcomes for the democratisation of vocational education in Bulgaria are as follows:

- democratisation of vocational education and training through involvement of the community in the key issues;
- democratisation of schools through the encouragement of innovative school content and an entrepreneurship culture; facilitating input and output to the vocational education and training system by modular training;
- democratisation of schools through vocational education integration of the socially disadvantaged groups.

2.1 *Vocational education and training democratisation by community involvement*

In the adopted Vocational Education and Training Act, active social partner involvement is envisaged with regard to policy making in the vocational education and training area (Art.55-58). Employers play a significant role in the provision of internships, which will complement the training within vocational schools. They are involved in drafting the curricula, assessment and the provision of quality on-the-job training. The processes of education decentralisation led to the delegation of rights and responsibilities from Ministry of Education and Science and Regional Inspectorates in Education towards the schools. The resolutions, concerning the vocational schools are taken from the School Boards, where the social partners are adequately represented. The first steps towards social cooperation have been made, the outcome of which is the Vocational Education and Training Act itself.

2.2 *Democratisation of the schools by innovative school content and entrepreneurship culture*

Since 1996, a Phare "UVET" project started in Bulgaria, which is due to be finalised this month. The main project's objective is the establishment of the necessary prerequisites, i.e. the vocational education and training system will perform its main function - that is to say the formation of a qualified and mobile work force that meets the needs of the economy and is competitive on both the national and European labour markets.

Within the Phare project, curricula were developed for 18 pilot professions from 15 vocational areas. The professions covered are vocational in nature and have priority with regard to the economic development of the country. The responsibility for drafting the programmes is delegated to the schools, who work in cooperation with local employers. The implementation of a modular structure of vocational education and training school content requires a new approach and policy in the elaboration of the list of professions. The essence of this new approach is the establishment of broad-profile professions for the acquisition of new key skills, valid for all professions at the initial training stage. Gradual specialisation comes at the end of training.

The standards for the professions, built upon a modular principle provide an opportunity for a subsequent certification of vocational qualifications, based on four levels. This provides an opportunity for leaving the system at shorter training intervals, combined with unified training for all of the professions. Thus flexibility, mobility and free choice are all provided for within vocational education and training institutions. There is an opportunity for pilot schools to develop as centres for drafting modular curriculum and training.

Bulgaria has traditions in the area of adult training and qualification. This activity is legally provided from the Ministry of Education and Science and is conducted jointly with the Ministry of Labour and Social Policy and the National Employment Service. The joint work of the educational institutions and the employment services aims to motivate each citizen and to actively stimulate him for life-long learning. The approach is guided towards motivating the children from an early school age for life-long learning, provision of conditions for education, training and qualification for every age, needs, opportunities and personality motivation. The system for vocational education and training provides regular, evening and extra-mural forms of training and qualification in vocational schools, vocational high schools (gymnasiums) and the centres for vocational training.

2.3 *Democratisation of schools by integration of the socially disadvantaged groups*

A lot of programmes for overcoming social marginalisation through vocational education and training are implemented:

- In October, 1998 a Phare project entitled "A School for Everyone" was started. Its main objective is to motivate students to return to and stay in school.
- In the bilateral cooperation with the municipalities, Teacher Resource Centres have been established. They are profiled and they work with teachers from different types of schools in Sofia, Plovdiv and Veliko Tarnovo.
- The School Dialogue Centres in Vidin, Sofia, Pernik and Blagoevgrad work with students from the vocational schools.
- The Ministry of Education and Science drafted curricula for vocational training for children from Vocational Technical Schools and children from Special Schools with light mental and physical disabilities for the following professions: florist, upholsterer, and culinary specialist.
- For supporting the socialisation of children, leaving the Social Centres, The Ministry of Education and Science together with the NGO "Future for Bulgaria" Foundation and the Japanese government established a College in the town of Strajitsa, which will provide an opportunity for the vocational training of 200 children. At the moment in the newly equipped part of the boarding school, 57 children are accommodated.

- Together with the Ministry of Justice and Legal Eurointegration and NGOs work has been carried out on a project called "The Boitchinovtsi Reform" which aims at the equipping children prisoners from the Reformatory "Boitchinovtsi" with vocational qualifications.
- Several regional programmes were initiated together with the district authorities and the regional employment services and NGOs for the provision of vocational training for socially disadvantaged children (Plovdiv, Veliki Preslav, Pomorie, etc).

3. *Regional extension and networking*

Bilateral projects in the area of secondary vocational economic education also have input for introducing European best practice into vocational education and training in Bulgaria. The projects are as follows:

- With the Republic of Austria - on the speciality "economics and management". The modules from the curriculum, such as "The human being and economic practice", "The human being and communications", etc. allows the emphasis in training to be determined, the subject division to be overcome and integrity to be achieved (i.e. inter-disciplinary approach). Teachers work in teams and form not only the students' personal qualities and skills, but their professional ones as well.

A strong practical approach with regard to training was achieved mostly by working in a training enterprise. In the training enterprise, the occupational and educational situations are brought closer to students in view of their abilities, whose mobilisation is later required. This will eventually lead to the development of self employment in the market environment as well as new forms of communication and association. Students, trained in this project are highly mobile and are ready for independence in their future vocational careers.

The same positive ideas and trends are elaborated in the new joint Bulgarian-Austrian project "Management in tourism" which is now implemented in three pilot schools: Varna, Gabrovo, Velingrad.

- Other bilateral projects are implemented with Denmark and one of them is in the "economics and marketing" speciality for adults. It is multiplied in 13 schools, in all forms- daily, evening and extra-mural, in 26 classes. During discussions with the Danish experts, priority is given not only to the acquisition of skills for one modern profession, but also to the acquisition of foreign language skills and computer skills. It was done in view of upgrading the communication skills of the trainees and in order to ensure that they were in a position to adapt to the market environment. At a time of unemployment and deep technical and economic restructuring, the requirements for vocational training cannot be met by what has been received at the beginning of one's life cycle.

The positive outcomes from our joint work with Randers College in Denmark provided an impetus for the development and implementation of "Sports management" specialisation in three sports schools - Sofia, Rousse and Hasskovo. The emphasis on the formation of entrepreneurship skills, acquisition of new opportunities for communication with their own and foreign business partners characterise this project and they make it well accepted from teachers and students.

ANNEX

Workshop
Civil society and vocational education and training
The role of democratic citizenship and diversity education

Mavrovo, Former Yugoslav Republic of Macedonia
9-11 September, 1999

Jointly organised by Kulturkontakt, Austria
and the
European Training Foundation

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Agenda

Thursday, 9th September

	Chair: Peter de Rooij (ETF)
9.00 – 10.15	**Welcoming addresses** Radmila Kiprijanova, Vice Prime Minister (Former Yugoslav Republic of Macedonia) Nenad Novkovski, Minister of Education (Former Yugoslav Republic of Macedonia) J. M. Pinto Teixeira, EC Envoy (EC) **Key aspects of the Graz process** Gottfried Wagner (KulturKontakt, Austria) **Civil society, economic reconstruction and vocational education and training** Peter de Rooij (ETF)
10.15 - 10.45	Coffee break
10.45 - 12.30	**Panel discussion** - *Civil society for the South East European Development* Reijo Keurulainen (Finland), Cesar Birzea (Romania), Vedrana Spajic-Vrkas (Croatia), Marija Taseva (Former Yugoslav Republic of Macedonia) **Discussion**
12.30 – 14.00	Lunch

	Forum I - VET contents and methodologies in relation to Civil Society *Democratic values in curriculum and intercultural (cross-curricular) themes, consequences for teachers and trainers training, participation of the social partners, multicultural education*			
14.00 - 14.45	**Case studies** *Moderator:* Adela Rogojinaru, ETF ■ Curriculum for democratic society: Former Yugoslav Republic of Macedonia – Simka Delevska, Tetovo ■ Local curriculum and cross-curricular themes: Romania – Madlen Serban, Bucharest ■ Multicultural education in Central and Southeast European countries: Hugh McLean, Open Society Institute, Budapest			
14.45 - 15.15	Coffee break			
15.15 – 17.30	**Working groups** **Discussion, recommendation and project proposals**	*Group 1* (case study from Former Yugoslav Republic of Macedonia)	*Group 2* (case study from Romania)	*Group 3* (case study from OSI)
	Moderators:	Monika Mott	Martina Trbanc	Olga Ilyna
	Rapporteurs:	Tzako Pantaleev	Olga Dukovska	Simona Botea

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Friday, 10th September

	Forum II – The economic and social benefits of VET *vocational education and training contribution to economic development, promotion of social inclusion, training programmes for target groups, social partners involvement to create vocational education and training and CVT opportunities, private sector and NGOs involvement*
9. 00– 9.45	**Case studies** *Moderator:* Peter Greenwood, ETF ■ Vocational education and training against social exclusion: Slovenia – Martina Trbanc, Ljubljana ■ Creating islands of integrity: small business as agents of community building in Central Europe: Alan Bussard, INTEGRA Foundation, Bratislava ■ Corporate responsibility and business ethics: Rosamund Thomas, Centre for Business and Public Sector Ethics, Cambridge
9.45 - 10.15	Coffee break
10.15 – 12.30	**Working groups** **Discussion, recommendation and project proposals** *Group 1* (case study from Slovenia) / *Group 2* (case study from Integra Foundation) / *Group 3* (case study from UK) *Moderators:* Reijo Keurulainen / Vedrana Spajic-Vrkas / Madlen Serban *Rapporteurs:* Margareta Nikolovska / Suzana Gerzina / Sven Age Westphalen
12.30 – 14.00	Lunch
	Forum III - Vocational education and training as a tool for democratic reconstruction and development of societies and the region *Challenges of the transition and reconstruction of societies in the actual SEE context; consequences for vocational education and training and CVT institutions; post-Kosovo process and consequences for the vocational education and training reform process*
14.00 – 14.45	**Case studies** *Moderator:* Tony Gallagher, UK ■ Civic education under EU Phare vocational education and training: Bosnia Herzegovina - Hajrudin Čirkič, Mustafa Šahinovič, Sanski Most; Ilija Rajlič, Prijedor. ■ Development of democratic schools: Bulgaria - Krasimira Kraus, Sofia ■ Transforming VET institutions into community resource centres: Albania – Edmond Hoxha, Tirana
14.45 - 15.15	Coffee break
15.15 – 17.30	**Working groups** **Discussion, recommendation and project proposals** *Group 1* (case study from Bosnia and Herzegovina) / *Group 2* (case study from Bulgaria) / *Group 3* (case study from Albania) *Moderators:* Tony Gallagher / Lesley Wilson / Horst Lemke *Rapporteurs:* Cesar Birzea / Arian Pano / Christian Stertz

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Saturday, 11th September

	Chair: Gottfried Wagner (KulturKontakt, Austria)
9.00 – 10.00	Presentation of main outcomes from project proposals: ■ Forum I: Tzako Pantaleev (Bulgaria) ■ Forum II: Margareta Nikolovska (Former Yugoslav Republic of Macedonia) ■ Forum III: Cesar Birzea (Romania) Summary of outcomes and first conclusions: Peter Grootings (Poland)
10.00 - 10.30	Coffee break
10.30 – 12.00	Discussion
12.00 – 12.30	Workshop evaluation and closing speeches: Peter de Rooij (ETF) Gottfried Wagner (KulturKontakt, Austria) Carsten Schmidt (Phare PIU, Former Yugoslav Republic of Macedonia)

Please note that the working language of the workshop is English.

Proposals for an action framework civil society[1] and vocational education and training: How vocational education and training can contribute to the development of democratic citizenship in South-Eastern Europe

Under the auspices of the Graz Process[2], Task Force South East Europe, the following proposals for an action framework were agreed by participants at the Mavrovo conference on Civil Society and Vocational Education and Training in South-Eastern Europe, held on 9-11 September 1999. The conference was jointly organised by the European Training Foundation and the Austrian Ministry of Education and Cultural Affairs via KulturKontakt, in co-operation with the Government of the Former Yugoslav Republic of Macedonia.

The objectives of the workshop were to:

- Raise awareness of the importance of democratic citizenship and civic education in the vocational education and training process;
- Define the role of vocational education and training for civil society in the reconstruction process within the region;
- Empower key actors to initiate networks to enhance co-operation at local, national, regional levels;
- Make recommendations and concrete project proposals for the Graz process in preparation for the Sofia Conference.

The workshop was attended by some 80 experts, representing in particular South East European partner countries, but also other CEE countries, EU member states, European Commission, Council of Europe, international organisations, and donors.

1. Background

The recent war in South-Eastern Europe has confirmed that the region contains some of the most ethnically and culturally complex and fragmented areas of Europe. The region also contains some of the poorest countries in Europe, a factor that contributes to the instability of the region. The recent physical destruction and displacement of refugees has compounded the difficulties faced by individuals, institutions and countries. Furthermore, the war has disrupted the economic interrelations between the countries of the region, including those not directly involved, leading to sharp downturns in national GDP with devastating consequences for already fragile employment systems.

1 A civil society is one in which its citizens have equal democratic rights and responsibilities, are aware of them and have the necessary skills to apply them – using them actively to ensure democratic life and to complement the state's role in catering for the needs of the community.

2 Follow up of Conference on European Educational Co-operation for Peace Stability and Democracy in November 1998 held in Graz, November 1998.

Human resource development, and in particular vocational education and training, has a critical role to play in the reconstruction process. In the short term, investment in education and training will enable the countries most affected by the crisis to provide their citizens with one of the basic services of a civil society. In the longer term, investment in education and training will be vital to underpin the socio-economic development of the countries and the region towards full integration in the Europe and the world.

Following the recent crisis in South-Eastern Europe the international community has agreed on a Stability Pact for the region. The Stability Pact aims at the creation of an area of political stability and economic prosperity. The main elements within it will be to promote and sustain democracy and the rule of law, security, respect for human rights, and the re-launch of economic activity. The working tables democratisation and human rights, and economic reconstruction in the Stability Pact should in future, among other issues, further elaborate he importance of civic education, training (including higher education) and support for public administrations and civil society organisations and initiatives.

Investment in human resource development, and in particular vocational education and training will be essential for both the developments of civil society and economic reconstruction in the region, which are, in turn, preconditions for stability and democracy. In the light of the experience in other Central and Eastern European countries, the reform of the vocational education and training sector can only be achieved through the long term joint commitment and support of individuals, communities, national authorities and the international community.

2. *Vocational education and training as an important vehicle for the development of civil society*

Vocational education and training can be an important vehicle for the development of civil society in the reconstruction process in South-Eastern Europe, by

- promoting citizenship education as a precondition for democratic society,
- introducing the principle of social partnership at all levels,
- integrating civil society-related contents and methodologies in the training process,
- providing facilities of schools and training centres for community relevant development initiatives,
- bringing different communities and ethnic groups together,
- fostering regional, cross border exchange and co-operation.

This role of vocational education and training should be taken into account in the planning process for reconstruction at national and regional level, as well as by the international community.

Available good practice and experience in the field from inside and outside the region represents an important starting point for developing new initiatives as well as for sustaining existing ones.

3. Action Framework

It has been shown that the reforms of the vocational education and training systems initiated in most of the South-Eastern European countries, even though they are largely restricted to the formal and state organised school systems, have been important vehicles for developing crucial elements of civic society in individual countries.

However, these vocational education and training reform programmes are always connected to a limited number of pilot schools and would need continued support even in those countries that have only been indirectly affected by the crisis in the region in order to secure a minimum level of system impact and sustainability. In the other countries similar vocational education and training reform programmes need to be urgently started and include an even more conscious and systematic attention to the concept of democratic citizenship. Support to vocational education and training reforms should be included explicitly under the framework of the Stability Pact.

In view of the diverse contexts within the region these vocational education and training reform programmes will necessarily be very country specific. However, exactly given the specific situation in the region, there will be a need for intensified regional co-operation, both among the countries of South-Eastern Europe and between them and countries in other regions of Europe.

The conference has confirmed that individual countries also show a large number of – often highly innovative - local or community based initiatives, especially in the field of democratic citizenship. These initiatives are often supported by and highly dependent on international NGOs. These initiatives are often isolated and of limited duration and need to be better related to vocational education and training reform projects, locally, and to the development of civic society, nationally.

Thus, it will be essential to define a set of programme and project proposals at the regional, national and community level. The following proposals have been formulated during the conference.

Vocational education and training contents and methodologies

Regional

- Exchange of experience and sharing of expertise on curricula, textbooks and teacher training for citizenship education in vocational education and training
- Regional facilities for cross-curricular and local curriculum development, including teacher training and methodologies of implementation
- Regional networking especially through use of existing networks and initiatives in the region, such as Sites of Citizenship initiative of the Council of Europe
- Cross border projects for vocational education and training actors, teachers and participants
- Twinning of vocational education and training institutions

National

- Design of new generation of vocational education and training reform programmes with special focus on including citizenship in curricula organisation and teaching approaches
- Design of vocational education and training reform programmes in relation to general and higher education
- Extension of Phare vocational education and training reform programmes

Local

- Funds for innovative intercultural vocational education and training projects

Vocational education and training and economic and social development

Regional

- Development of networks and coaching instruments for SMEs and micro enterprises
- Training provision to schools, vocational education and training centres and community actors to introduce democratic management and 'learning organisation' values

National

- Development of continuing vocational education and training for adults
- Development of targeted vocational education and training programmes to combat social exclusion
- Support for the development of a legal frame to facilitate vocational education and training school autonomy in setting up local development plans

Local

- Support for developing analyses of the local needs and for setting actions for community building
- Development of vocational education and training schools into local community centres

Vocational education and training as a support for democratic and social reconstruction in the region

Regional

- Strengthening of co-operation between National Observatories
- Extension of National Observatories to all countries in the region
- Extension of all vocational education and training and civil society related accession activities (such as Leonardo and other relevant EU programmes) to all countries in the region
- Dissemination and exchange of good practice

National

- Institution building: joint staff development programmes for vocational education and training actors from different communities
- Promotion of social partners involvement in vocational education and training

Local

- Joint projects of NGOs and vocational education and training schools
- Support to school and business/industry micro-projects

4. *Principles for Programme Development and Implementation*

In view of the specific context of South-Eastern Europe, initiatives should be guided by the following principles:

- Maximum use should be made of local experts and expertise, involvement of local business and industry in designing market specific training and assure the technology transfer.
- Project definition should be demand driven and respond to needs defined by the countries rather then donor driven and defined by what can be delivered by foreign organisations.
- Initiatives should be based on an inclusive approach aimed at the active involvement of all countries of the region.
- The experience of donors and institutions that are already active in the field should be a point of reference in the reconstruction planning and implementation to enhance synergy, effectiveness and impact of actions.
- Every effort should be made to encourage and support synergy and co-operation among different actors. In particular, the reconstruction process should encourage and support a mix of top down and bottom up initiatives.
- Inter-institutional co-operation will have to be improved, especially between those institutions involved in the reform of vocational education and training, on the one hand, and those engaged in developing democratic citizenship, on the other.
- In view of the scarcity of local resources and the need for international assistance an well-organised structure of donor co-ordination will be needed.
- Inter-community, cross-border and inter-regional initiatives should receive priority over purely local, national or regional ones. Networking, exchange of information and experience and lasting partnerships will have to be encouraged to secure wider dissemination and sustainability.
- Efforts should be undertaken to involve, besides international organisations and NGOs, also national and multinational companies in enhancing the role of vocational education and training for civic society.

Mavrovo, 11 September 1999

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